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ABSTRACT

This resource guide assists migrant parents of secondary school students (grades 7-12) in understanding the educational system. The guide presents a compilation of information from an array of books, manuals, school documents, and ideas from migrant practitioners. The introduction overviews the Texas State Migrant Education Program, including successful efforts undertaken by the migrant education program, the seven areas of focus of the migrant education program, the identification of migrant students, the role of school personnel, steps for parents to take in addressing a concern, and information on the Family Educational Rights and Privacy Act of 1994. The second section includes explanations and general information regarding permanent cumulative records, academic achievement records, student assessment, progress reports, report cards, grade requirements, grade classification, high school graduation programs, subject courses, promotion and alternative programs to social promotion, and alternative means of credit accrual. The third section overviews bilingual education, including required programs for students of limited English proficiency, definitions of bilingual education and English as a Second Language (ESL), program goals and features, language categories, entry and placement criteria, and exit criteria. The fourth section covers postsecondary education, including degree options, financial assistance and scholarships specifically for migrant students, educational expenses, colleges and college entrance exams, and information specifically for college bound students. The remainder of the guide describes the New Generation System, an interstate information network for education and health care professionals serving migrant youth; the Texas Migrant Student Transfer Packet System; and late entry and early withdrawal policies. Includes a list of educational terms with Spanish translations. (LP)

ED 395 711

# *Migrant Parent's Resource Guide to Understanding the Educational System*

## *Secondary Level (7 - 12)*

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***TEXAS MIGRANT EDUCATION***

***1996***

RC 020609

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# Migrant Parent's Resource Guide to Understanding the Educational System Secondary Level (7-12)

**Developed and Compiled.....1992**

**Revised.....1996**

***TEXAS EDUCATION AGENCY***
***DIVISION OF MIGRANT EDUCATION***

***TEXAS MIGRANT INTERSTATE PROGRAM***
***PHARR, TEXAS***

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***1996***

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## *RATIONALE*

*Understanding the educational system is of great value to a parent who has children in school. However, the educational system and its procedures may not be easily comprehended by many migrant parents. Without the assistance of parents, a migrant child's schooling/education will surely be hindered. A migrant student may drop out of school, not due to his inability to learn, but rather due to the parent's lack of knowledge to assist and guide him through this educational system.*

*The basis of this resource guide is to assist migrant parents to better understand the educational system. It is essential that parents assume a more active and responsible role in the total efforts of maintaining educational continuity of their children. There must be a strong commitment from educators, parents, and the community, if educational continuity is to exist.*

## NARRATIVE FOR MIGRANT PARENT'S RESOURCE GUIDE

The "Migrant Parent's Resource Guide to Understanding the Educational System: Secondary Level" is a compilation of ideas from an array of books, manuals, school documents and migrant practitioners.

The Texas Migrant Interstate Program (TMIP) and the Migrant Education Program at Region One formulated and outlined the contents of this training manual.

Several sources were used to compile the pertinent information on understanding the educational system. The material presented in this parent resource guide was obtained from:

### Books/Manuals

- Texas School Policy Handbook
- Secondary Credit Accrual Manual
  - Parent's Guide
  - District Staff Guide
- Late Entry/Early Withdrawal Policy Handbook
- Texas Manual For the Identification and Recruitment of Migrant Students
- Parent's Guide to Understanding Tests
- Language Proficiency Assessment Committee (LPAC) Manual
- Senate Bill One - Texas Education Code 74th Texas Legislature
- Improving America's Schools Act of 1994
- Chapter 75 Curriculum
- Family Educational Rights and Privacy Act (FERPA) of 1994

### Migrant Student School Documents

- Cumulative Folders
- High School Transcripts
- Report Cards
- Progress Reports
- Certificate of Eligibility
- Withdrawal Form
- TAAS Student Profile
- Health Forms

### Migrant Practitioners

- TMIP Staff
- Migrant Education Service Center Personnel

- School Principals
- School Counselors
- Receiving State Practitioners
- Parents
- Parental Involvement Personnel
- Migrant Service Coordinator
- Clerks/Recruiters/Community Liaisons
- School Nurses

The first training workshops were initiated with parents from Brownsville, Texas and Laredo United in Laredo, Texas, in March, 1992.

Districts participating in the second phase of these training workshop were parents from Mission, Laredo United, Laredo ISD and Zapata. All workshops were presented in Spanish. The training workshops revealed the parent's need to become knowledgeable in the educational system. Upon completion of the these workshops, parents commented:

***"No one had ever explained this to us before."***

***"This information will really help me help my children."***

***"I really understand the system now."***

***"Now I feel I can talk to the teacher and have my child placed in the right class."***

Parent training workshops are of great benefit to all parents of school-age children. It is recommended that these workshops be held in Spanish, and that this manual be used as a training guide in conjunction with the workshops.

***It is advisable that migrant education personnel use their own Local Education Agency (LEA) forms and policies (when applicable) while conducting the parent/student training session(s).***

***Because of the requirements of Senate Bill I as passed by the 74th Texas Legislature, 1995, the information contained in this resource guide will be subject to change. Please make these changes in your presentations accordingly.***

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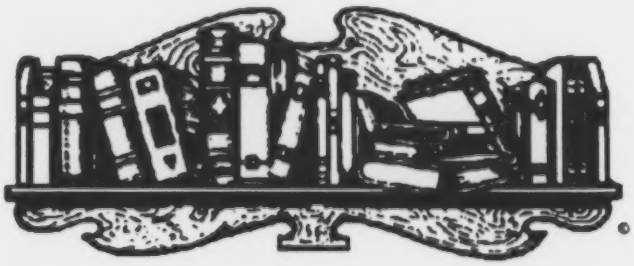
# I. INTRODUCTORY INFORMATION



## OVERVIEW OF THE STATE MIGRANT EDUCATION PROGRAM

The Texas State Migrant Education Program is a Supplementary Program that offers instructional assistance above and beyond the instruction being received from the minimum foundation teacher. Although the high school graduation rate for children of migratory agricultural workers and fishers has gradually improved over the years since Congress authorized funding for the national Title I Migrant Education Program, the migrant student graduation rate is still significantly lower than that of their non-migrant peers. According to the findings of the Migrant Attrition Project (MAP), in 1987, the migrant dropout rate was found to be approximately 45%. Therefore, it can be inferred, that the graduation rate for migrant students was then 55%.

Legislation in Texas requires documentation and accountability for migrant students. For example, in Texas, the migrant student graduation rates increased steadily and significantly from about 25% in 1978, to a rate of 68.3% in 1994, as a result of increased emphases on the provision of migrant program services. Some Texas districts with migrant programs have a migrant student graduation rate that exceeds that of the general Texas student population.

The migrant education program has historically been at the forefront of educational innovation. Successful efforts undertaken by the migrant education program have resulted in:

1. The interstate coordination of student educational and health information;
2. The development of the national Migrant Student Record Transfer System (MSRTS) as an interstate communication vehicle, including the development of the National Skills Information System and the Secondary Credit Accrual System;
3. The development of special Pre-K materials and processes;

4. The development of criterion-referenced tests;
5. The development of secondary level correspondence and independent study courses;
6. The utilization of technology (Project SMART) to ensure the continuity of education for migrant students nationwide;
7. The participation in national and state dropout studies and dropout prevention and retrieval programs;
8. The development of the Texas Migrant Student Transfer Packet System (TMSTPS);
9. The coordination and the implementation of the Out-of-State Administration of the Exit Level Texas Assessment of Academic Skills (TAAS);
10. The creation of the Migrant Services Coordination Academies, an initiative with great potential for capacity building and improving student performances;
11. The development of the New Generation System (NGS), a system that uses existing and future technologies to collect, store, communicate, and present academic and health information on migrant students.

The instructional and support programs under the migrant program are designed to meet the unique needs of the migrant student and to enhance the migrant student graduation rate.

## Seven Areas of Focus

Because of the passage of the *Improving of America's Schools Act of 1994*, the Texas Education Agency-Division of Migrant Education has had to evaluate and redirect the migrant education program in Texas. A redirection in migrant services has been made to focus on the following seven areas:

**Migrant Service Coordination (all levels)**

**Early Childhood Education (ages 3 - Grade 2)**

**New Generation System for Migrant Student Record Transfer (ages 3-21)**

**Parental Involvement (all levels)**

**Identification and Recruitment (ages 3-21)**

**Graduation Enhancement (grades 7-12)**

**Secondary Credit Exchange and Accrual (grades 9-12)**

# Texas Migrant Education Program 1995-96
# Seven Areas of Focus

## Migrant Services Coordination (all grade levels)

This area of focus is required at all grade levels and seeks to ensure that migrant students and their families have their needs for educational and support services met, and are able to access all services for which they are eligible from entry in the MEP's early childhood program for three year olds through transition into postsecondary education or employment.

## Early Childhood Education (Age 3 through Grade 2)

The emphasis placed on Early Education for three and four year olds enhances performance opportunities for young migratory students. The MEP provides models for home based education directly involving parents and school based early childhood programs which coordinate with other available services such as Headstart or Evenstart.

## New Generation System for Migrant Student Record Transfer (Ages 3-21)

With the recent elimination of the national migrant data base (Migrant Student Record Transfer System), Texas has taken the lead in the development of this new system for transferring student information not only with the state, but also to the 46 receiving states that also serve Texas migrant children.

## Parental Involvement (All levels)

Parent Advisory Councils empower parents to be advocates and to take advantage of all available resources for the education of their children. A local advisory committee is established for each regular school year on each campus for planning, implementation, and evaluation of the local MEP, with meaningful consultation and involvement of the parents of the children to be served.

## Identification and Recruitment (Ages 3-21)

The MEP actively seeks to identify and recruit all eligible migratory children and youth residing in the state. These are children who migrate with their parents or alone across school district lines in search of temporary or seasonal work in fishing or agriculture. Identification is essential in order to offer migrant students opportunities to learn and succeed in school.

## Graduation Enhancement (Grades 7-12)

The MEP promotes the transition to postsecondary education through the promotion of student leadership academies, the development of college entrance exam programs, TAAS performance improvement strategies, correspondence courses through The University of Texas at Austin, admissions counseling, and coordination of activities which ensure that all migrant students are processed for postsecondary opportunities.

## Secondary Credit Exchange and Accrual (Grades 9-12)

As secondary education students move from school to school, documentation of courses taken and recommended becomes significant in their educational development. Districts are also responsible for partial and complete credits awarded by schools.

## IDENTIFICATION OF MIGRANT STUDENTS

### Improving America's Schools Act
### Part C-Education of Migratory Children
### Section 1309 Definitions

**Migratory Child** - The term migratory child' means a child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work-

(A) has moved from one school district to another;

(B) in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or

(C) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

**Parent** - means natural parent, step-parent, or parent through adoption.

**Guardian** - means a person who (1) has been appointed to be the legal guardian of a child through formal proceedings in accordance with state law; (2) an SEA determines who would be appointed to be the legal guardian of a child undertaken; or (3) is standing in the place of a parent to a child.

**Migratory agricultural worker** - means a person who, in the preceding 36 months has moved from one school district to another - or, in a state that is comprised of a single school district, has moved from one school administrative area to another - to enable him or her to obtain

temporary or seasonal employment in an agricultural activity, including dairy work.

**Migratory fisher** - means a person who, in the preceding 36 months has moved from one school district to another - or, in a state that is comprised of a single school district, has moved from one school administrative area to another - to enable him or her to obtain temporary or seasonal employment in a fishing activity.

**Principal Means of Livelihood** - To be qualifying, an agricultural or fishing activity must play an important part in providing a living for the worker and his or her family.

**Priority for Service**:--In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging State content standards and challenging State student performance standards, and whose education has been interrupted during the regular school year.

(e) Continuation of Services.--Notwithstanding any other provision of this part--

(1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term;

(2) a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and

(3) secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

(1) School District

# TEXAS EDUCATION AGENCY
**Migrant Education Program**
## Certificate of Eligibility
**School Year 19____-____**

(2) Current Female Parent (last name first)

## I. ELIGIBILITY DATA

(3) Child(ren) moved: ☐ with ☐ to join ☐ on own

(4) Worker _____

(5) Relationship _____

(6) Qualifying Arrival Date _____ (M/D/Y)

(7) To: ☐ seek ☐ obtain (8) ☐ temporary employment ☐ seasonal employment

(9) Moved From: _____ (City/State/Country)

(10) Moved To: _____ (City/State)

(11) Qualifying Activity: _____

(12) Date of Arrival at School District: __/__/__ (Residency Date) (M/D/Y) (13) Arrived From: _____ (City/State)

SAMPLE

(14) COMMENTS

## II. CHILD/SCHOOL DATA

| (15) School Information Campus ID/Campus Name | (16) Child ID Number | (17) Children's Names Last | First | Middle | (18) Enrollment Date (M/D/Y) | (19) Grade | (20) Sex | (21) Birthdate (M/D/Y) | (22) Verify B.D.P.O | (23) Birthplace City-State (Country if outside USA) | (24) Race 1,2,3,4,5 |
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| | | | | | | | | | | | |

(25) Legal Male Parent (last name first) _____

(26) Legal Female Parent (last name first) _____

(27) Current Male Parent (if different from legal) _____

(28) Current Female Parent (if different from legal) _____

(29) Current Residence _____ City _____ State _____ Zip _____ Telephone _____

(30) Homebase Residence (if different from Item 28) _____ City _____ State _____ Zip _____ Telephone _____

## III. PARENT/GUARDIAN CERTIFICATION DATA

The rules for migrant eligibility, services, student record transfer and the Family Education Right to Privacy Act (FERPA) have been explained to me. I know that my children's records can be sent to other schools and that I may see and obtain them. I certify that the information listed above is true and correct to the best of my knowledge.
*Las reglas para calificar como trabajador migratorio, archivo de transferencia de estudiante y el acta del derecho a privacidad de familia (FERPA) se me han explicado. Se que los archivos de mis ninos pueden ser transferidos a otras escuelas y que puedo verlos y obtenerlos. Certifico que la informacion previamente escrita en esta forma es vendica y correcta a mi mayor entendimiento.*

(31) _____ (Signature)

(32) _____ (Relationship)

(33) __/__/__ (Date: M/D/Y)

## IV. ELIGIBILITY CERTIFICATION DATA

By my signature below, I certify that I have received training in determining migrant eligibility and the types of migrant program services available in this district. I certify that these students are eligible for migrant program services based on the information provided here. Based on the interview, I have determined that the qualifying work is an important part of providing a living for the worker and his/her family. To the best of my knowledge, the information is reliable and valid.

(34) _____ (Signature of interviewer)

(35) __/__/__ (Date: M/D/Y)

(36) _____ (Signature of: ☐ Superintendent ☐ Designee)

(37) __/__/__ (Date: M/D/Y)

## V. CONTINUED RESIDENCY VERIFICATION

| (38) School Year | (39) Person Interviewed | (40) Relationship | (41) District Representative Signature/Date |
|---|---|---|---|
| | | | |
| | | | |

(42) LANGUAGE USED TO EXPLAIN THE CONTENTS OF THIS DOCUMENT: ☐ English ☐ Spanish ☐ Other (Specify) _____

(White: LEA or Fiscal Agent; Yellow: Data Entry Specialist; Pink: Parent or Guardian)

1.7

21

***Superintendent***
The person who has executive oversight and charge of the school district in its entirety.

***Assistant Superintendent***
One who is next in command to the superintendent and acts in supplementary support or aid.

***Federal Programs Director***
The person responsible for coordinating the services available for Special Populations in the school district.

***Principal***
The person who has controlling authority and is the chief executive officer of the campus.

***Assistant Principal***
One who is next in command to the principal and acts in supplementary support or aid.

***Counselor***
The person who is assigned to monitor the academic scheduling and progress of the students. He/she is also in charge of fostering the psychological and emotional well-being of the students, and preparing them for university requirements.

***Migrant Counselor***
The person who is responsible for providing supplemental counseling and guidance services to migrant students. Supplemental services are those services that are above and beyond those received by the total school population. If the guidance activity is necessary for all students (i.e., scheduling), then it is not supplemental.

***Migrant Service Coordinator***
One who is an advocate for the migrant student and who assures that the migrant student and his family are receiving all the services for which they are eligible.

***Teacher***
The person who is in charge of a classroom and instructs the students in a particular subject area.

***Teacher-Aide***
A person who acts as an assistant to the classroom teacher.

***Tutor***
A person who is assigned to further instruct a student in a particular school subject.

***Secretary***
The person employed to handle correspondence and manage routine and detail work for the school's office.

***Clerk***
A person employed to keep records or accounts, or to perform office work.

***Recruiter***
The person who is responsible for identifying and recruiting migrant families.

***Registrar***
The person in charge as an official recorder or keeper of records; responsible for registering students, keeping academic records, and corresponding with registrars from transferring school districts.

***Nurse***
The person who is skilled or trained in caring for the sick or infirm and advises or recommends if further treatment is necessary.

***Steps To Take In Addressing A Concern***

When a problem and/or a concern occurs in the school environment and parental involvement is needed, it is important that parents know what to do. The following are scenarios and the action that may be taken depending on the severity of the problem.

*Most Common Scenarios:*

- Setting up Parent-Teacher/Parent-Counselor Conferences
- Changing class schedule
- Inquiry about placement
- Inquiry about unsatisfactory grades
- Being called in for student's behavior
- Parents having problems at home with student
- Student punishment by school district

To set up a Parent-Teacher and/or Parent-Counselor Conference in dealing with any of the above scenarios, you may follow the steps stated below:

1. Call the designated teacher/counselor for an appointment.
2. Adhere to the appointment with punctuality.
3. Introduce yourself, identify your child's name, and state your concern.
4. During the course of the discussion, always feel free to ask any questions or express your thoughts and feelings.
5. Do a follow-up call within a week if necessary.

For a more severe problem, or if the problem is not resolved using this method, then you may want to consult with the principal of the school using the same procedure. If further assistance is deemed necessary, then the superintendent of the district may need to come into play. The appointment will then be arranged through the personnel office.

# FERPA - EXCERPTS

**§ 99.3 What definitions apply to these regulations?**

The following definitions apply to this part:

*Act* means the Family Educational Rights and Privacy Act of 1974, as amended, enacted as section 438 of the General Education Provisions Act.

*Disclosure* means to permit access to or the release, transfer, or other communication of education records, or the personally identifiable information contained in those records, to any party, by any means, including oral, written, or electronic means.

(Authority: 20 U.S.C. 1232g(b)(1))

*Educational agency or institution* means any public or private agency or institution to which this part applies under § 99.1(a).

*Education records* (a) The term means those records that are:

(1) Directly related to a student; and

(2) Maintained by an educational agency or institution or by a party acting for the agency or institution.

(b) The term does not include:

(1) Records of instructional, supervisory, and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;

(2) Records of a law enforcement unit of an educational agency or institution, but only if education records

*Parent* means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

(Authority: 20 U.S.C. 1232g)

*Party* means an individual, agency, institution, or organization.

(Authority: 20 U.S.C. 1232g(b)(4)(A))

*Personally indentifiable information* includes, but is not limited to:

(a) The student's name;

(b) The name of the student's parent or other family member;

(c) The address of the student or student's family

(d) A personal identifier, such as the student's social security number of student number;

(e) A list of personal characteristics that would make the student's identity easily traceable; or

(f) Other information that would make the student's identity easily traceable.

(Authority: 20 U.S.C. 1232 g)

*Record* means any information recorded in any way, including, but not limited to, handwriting, print, tape, film, microfilm, and microfiche.

(Authority: 20 U.S.C. 1232g)

**§ 99.10 What rights exist for a parent for eligible student to inspect and review education records?**

(a) Except as limited under § 99.12, each educational agency or institution shall permit a parent or eligible student to inspect and review the education records of the student.

**§ 99.20 How can a parent or eligible student request amendment of the student's education records?**

(a) If a parent or eligible student believes the education records relating to the student contain information that is inaccurate, misleading, or in violation of the student's rights to privacy or other rights, he or she may ask the educational agency or institution to amend the record.

**§ 99.30 Under what conditions is prior consent required to disclose information?**

(a) The parent or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student's education records, except as provided in § 99.31.

(b) The written consent must:

(1) Specify the records that may be disclosed:

(2) State the purpose of the disclosure; and

(3) Identify the party or class of parties to whom the disclosure may be made.

**§ 99.31 Under what conditions is prior consent not required to disclose information?**

(a) An educational agency or institution may disclose personally identifiable information from an education record of a student without the consent required by § 99.30 if the disclosure meets one or more of the following conditions:

(1) The disclosure is to other school officials, including teachers, within the agency or institution whom the agency or institution has determined to have legitimate educational interests.

(2) The disclosure is , subject to the requirements of § 99.34, to officials of another school, system, or institution of postsecondary education where the student seeks or intends to enroll.

**§ 99.36 What conditions apply to disclosure of information in health and safety emergencies?**

(a) An educational agency or institution may disclose personally identifiable information from an education record to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

(b) Paragraph (a) of this section shall be strictly construed.



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# II. GENERAL STUDENT EDUCATIONAL DATA (GRADES 7 - 12)

## *Permanent Cumulative Record (7 - 8)*

An official cumulative record of the student's academic performance, absences, and achievement test scores from Pre- Kinder through the eighth grade.

## *Academic Achievement Record (9 - 12)*

### *Academic*

An official copy of a student's educational record. The recorded information consists of:

- Student's Personal Data
- School Data
- Cumulative Courses/Subjects (9-12)
  - Generic Course Name
  - Abbreviated Course Name
  - 1st Semester Grade
  - 2nd Semester Grade
  - Credit Granted/No Credit Granted
  - Total Credit for the Year
- Attendance
- Graduation Plan Seals

### *Assessment Data*

- ***Texas Assessment of Academic Skills (TAAS)***

In the Fall of 1990 the Texas Assessment of Academic Skills (TAAS) was implemented to assess the areas of Writing, Reading, and Mathematics. The implementation of TAAS shifted the focus of assessment in Texas from minimum skills to academic skills. The TAAS sections represent a more comprehensive assessment of instructional targets delineated in the essential elements, the state-mandated curriculum, and assess higher-order thinking skills and problem-solving ability. The TAAS objectives are uniform across grades for a subject area; however, the instructional targets tested within these objectives differ by grade since the targets are linked directly to the essential elements. At all grades, items testing each objective are included for every administration, but the array of instructional targets represented may vary from one administration to another.
The grades assessed through the TAAS program have changed as

the functions of the test have expanded. In spring 1995, the TAAS program included assessments of reading and mathematics at Grades 3-8 and 10 (Exit Level), writing at Grades 4, 8, and 10 (Exit Level), and science and social studies at Grade 8.

Section 35.025(a) of the Texas Education Code sets forth the requirements for the TAAS Exit Level test. **An individual must meet minimum expectations on each section of the Exit Level examination in order to be eligible to receive a high school diploma.** The law provides that any student not meeting minimum expectations on the Exit Level TAAS "may retake those sections of the assessment instrument on which the pupil has not performed satisfactorily." Section 101.2(h) of the Texas Administrative Code states that no Exit Level student is required to demonstrate performance at the standard higher than the one in effect at the time the student was first eligible to take the test. Thus the TAAS and TEAMS continue to be available at the Exit Level for eligible students both in and out of school.

**The administration of the Exit-Level TAAS/TEAMS is conducted in various states throughout the summer.** For further information please call the Texas Migrant Interstate Program (TMIP) 1-800-292-7006.

# TEXAS ASSESSMENT OF ACADEMIC SKILLS
## CONFIDENTIAL STUDENT REPORT

NAME:

STUDENT-ID(PEIMS):

LOCAL-STUDENT-ID:

DATE OF BIRTH: 06/08/78

CLASS GROUP:

DISTRICT:

CAMPUS:

SAMPLE

REPORT DATE: AUGUST 1994

DATE OF TESTING: JULY 1994

GRADE: 10-EXIT LEVEL

| WRITING | | OBJECTIVE MASTERY* | ITEMS CORRECT/TESTED |
|---|---|---|---|
| WRITTEN COMMUNICATION | | | |
| 1-4. Persuasive Written Composition Rating: | 2 | NO | |
| 5. Sentence Construction | | NO | 10/14 |
| 6. English Usage | | YES | 9/12 |
| 7. Use of Spelling, Capitalization, and Punctuation | | NO | 9/14 |
| TOTAL MULTIPLE-CHOICE OBJECTIVES MASTERED: | 1 | TOTAL ITEMS: | 28/40 |

PERFORMANCE STANDARD:
Scale Score of 1500 and Written Composition of 2, 3, or 4

TEST RESULTS:
Met Minimum Expectations: YES
Scale Score: 1500

RETESTED

| READING | OBJECTIVE MASTERY* | ITEMS CORRECT/TESTED |
|---|---|---|
| READING COMPREHENSION | | |
| 1. Word Meaning | NO | 1/4 |
| 2. Supporting Ideas | NO | 2/4 |
| 3. Summarization | NO | 0/8 |
| 4. Relationships and Outcomes | YES | 6/8 |
| 5. Inferences and Generalizations | NO | 9/16 |
| 6. Point of View, Propaganda, and Fact and Nonfact | NO | 4/8 |
| TOTAL OBJECTIVES MASTERED: 1 | TOTAL ITEMS: | 22/48 |

PERFORMANCE STANDARD:
Texas Learning Index of X-70

TEST RESULTS:
Met Minimum Expectations: NO
Texas Learning Index: X-48

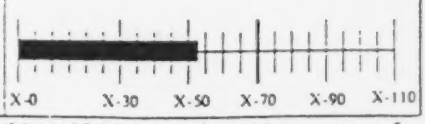
RETESTED

| MATHEMATICS | OBJECTIVE MASTERY* | ITEMS CORRECT/TESTED |
|---|---|---|
| CONCEPTS | | |
| 1. Number Concepts | NO | 0/4 |
| 2. Algebraic/Mathematical Relations and Functions | NO | 2/4 |
| 3. Geometric Properties and Relationships | NO | 2/4 |
| 4. Measurement Concepts | NO | 1/4 |
| 5. Probability and Statistics | NO | 2/4 |
| OPERATIONS | | |
| 6. Use of Addition to Solve Problems | YES | 3/4 |
| 7. Use of Subtraction to Solve Problems | NO | 0/4 |
| 8. Use of Multiplication to Solve Problems | NO | 2/4 |
| 9. Use of Division to Solve Problems | NO | 1/4 |
| PROBLEM SOLVING | | |
| 10. Problem Solving Using Estimation | YES | 3/4 |
| 11. Problem Solving Using Solution Strategies | YES | 6/8 |
| 12. Problem Solving Using Mathematical Representation | NO | 4/8 |
| 13. Evaluation of the Reasonableness of a Solution | NO | 2/4 |
| TOTAL OBJECTIVES MASTERED: 3 | TOTAL ITEMS: | 28/60 |

PERFORMANCE STANDARD:
Texas Learning Index of X-70

TEST RESULTS:
Met Minimum Expectations: NO
Texas Learning Index: X-53

RETESTED




DOCUMENT NO.

* Multiple-choice mastery standards for all subject areas are as follows: 3/4, 6/8, 9/12, 11/14, or 13/16 items. In writing, a score of 3 or 4 is needed to master objectives 1-4 which are measured by the written composition.
You should contact the school to which your results were sent if you desire further explanation.

2.3

# TEXAS ASSESSMENT OF ACADEMIC SKILLS
## CONFIDENTIAL STUDENT REPORT

NAME:

STUDENT-ID(PEIMS):

LOCAL-STUDENT-ID:

DATE OF BIRTH: 01/15/81

CLASS GROUP:

DISTRICT:

CAMPUS:

SAMPLE

REPORT DATE: JUNE 1994

DATE OF TESTING: SPRING 1994

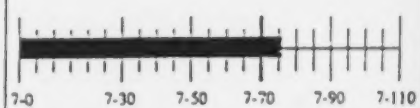
GRADE: 07

### READING

| | OBJECTIVE MASTERY* | ITEMS CORRECT/TESTED |
|---|---|---|
| READING COMPREHENSION | | |
| 1. Word Meaning | YES | 3/4 |
| 2. Supporting Ideas | NO | 1/4 |
| 3. Summarization | NO | 5/8 |
| 4. Relationships and Outcomes | YES | 7/7 |
| 5. Inferences and Generalizations | YES | 13/15 |
| 6. Point of View, Propaganda, and Fact and Nonfact | NO | 4/7 |
| TOTAL OBJECTIVES MASTERED: | 3 | TOTAL ITEMS: 33/45 |

PERFORMANCE STANDARD:
Texas Learning Index of 7-70

TEST RESULTS:
Met Minimum Expectations: YES
Texas Learning Index: 7-76

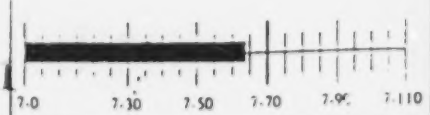



### MATHEMATICS

| | OBJECTIVE MASTERY* | ITEMS CORRECT/TESTED |
|---|---|---|
| CONCEPTS | | |
| 1. Number Concepts | YES | 3/4 |
| 2. Algebraic/Mathematical Relations and Functions | YES | 4/4 |
| 3. Geometric Properties and Relationships | YES | 4/4 |
| 4. Measurement Concepts | YES | 3/4 |
| 5. Probability and Statistics | YES | 3/4 |
| OPERATIONS | | |
| 6. Use of Addition to Solve Problems | NO | 2/4 |
| 7. Use of Subtraction to Solve Problems | NO | 2/4 |
| 8. Use of Multiplication to Solve Problems | NO | 2/4 |
| 9. Use of Division to Solve Problems | NO | 2/4 |
| PROBLEM SOLVING | | |
| 10. Problem Solving Using Estimation | YES | 3/4 |
| 11. Problem Solving Using Solution Strategies | NO | 4/7 |
| 12. Problem Solving Using Mathematical Representation | NO | 4/7 |
| 13. Evaluation of the Reasonableness of a Solution | NO | 1/4 |
| TOTAL OBJECTIVES MASTERED: | 6 | TOTAL ITEMS: 37/58 |

PERFORMANCE STANDARD:
Texas Learning Index of 7-70

TEST RESULTS:
Met Minimum Expectations: NO
Texas Learning Index: 7-64

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5037-00450

3

* Multiple-choice mastery standards for all subject areas are as follows: 3/4, 5/7, 6/8, or 12/15 items. You should contact the school to which your results were sent if you desire further explanation.

### - *End-of-Course Examination*

A high school course-specific assessment system, the end-of-course exams, were first administered in the spring of 1994. The end-of-course examinations, given in key academic high school courses, are designed to ensure that high standards are met in the courses being assessed and to provide additional indicators for a more comprehensive and efficient state accountability system. In the spring of 1995, end-of-course examinations were administered for Biology I and Algebra I. The Algebra I test was a benchmark test.

A benchmark test is an assessment administered prior to the establishment of a passing standard. The State Board of Education has established a procedure by which all new assessments are benchmarked and evaluated prior to their data being used for institutional accountability. During a benchmark administration, all eligible students are assessed and receive objective-level scores and a raw score for the total test; however, no pass/fail information is provided. The State Board of Education then uses the benchmark test data in its standard-setting process.

A school district may adopt policies regarding the local use of an end-of-course test. However, during the benchmark year and the subsequent school year, a school district shall not adopt policies that would allow a student to fail a course solely on the basis of failure on the state end-of-course test.

# HIGH SCHOOL ACADEMIC ACHIEVEMENT RECORD

FULL LEGAL NAME _____ (LAST) _____ (FIRST) _____ (MIDDLE)

STUDENT ID NUMBER _____ ETHNICITY _____

SOCIAL SECURITY NUMBER _____ SEX _____

DATE OF BIRTH ___/___/___ PLACE OF BIRTH _____

PARENTS OR GUARDIANS NAMES _____

CURRENT ADDRESS _____ (STREET) _____ (CITY) _____ (STATE/ZIP CODE)

MOST RECENT FORMER ADDRESS _____ (STREET) _____ (CITY) _____ (STATE/ZIP CODE)

HOME PHONE (___) _____ BUSINESS PHONE (___) _____

NAME OF HIGH SCHOOL _____

PHONE NO _____ PROPOSED DATE OF GRADUATION ___/___/___

HIGH SCHOOL ADDRESS _____ (STREET) _____ (CITY) _____ (STATE/ZIP CODE)

DISTRICT NAME _____

TEA COUNTY DISTRICT-CAMPUS NUMBER 108 - 909 - 003

RANK _____ NO IN CLASS _____ DATE OF RANKING ___/___/___

GRADE POINT AVERAGE _____ DATE GRADUATED ___/___/___

LAST DISTRICT/ HIGH SCHOOL ATTENDED _____

ADDRESS _____ (STREET) _____ (CITY) _____ (STATE/ZIP CODE)

COLLEGE BOARD CAMPUS CODE NUMBER _____

HIGH SCHOOL PROGRAM _____

ADVANCED HIGH SCHOOL PROGRAM _____

ADVANCED HIGH SCHOOL HONORS PROGRAM _____

DATE OF FIRST ENTRY IN 9TH GRADE ___/___/___

SAMPLE

TAAS MASTERY EXIT LEVEL

| SOCIAL STUDIES | SCIENCE | READING | MATH | WRITING |
|---|---|---|---|---|
| MO/YR | MO/YR | MO/YR | MO/YR | MO/YR |
| Y N | Y N | Y N | Y N | Y N |

| (SCHOOL COURSE NAME) | GRADE 9 19 – ABBREVIATED COURSE NAME | 1ST SEM GRADE | 2ND SEM GRADE | CREDIT | GRADE 10 19 – ABBREVIATED COURSE NAME | 1ST SEM GRADE | 2ND SEM GRADE | CREDIT | GRADE 11 19 – ABBREVIATED COURSE NAME | 1ST SEM GRADE | 2ND SEM GRADE | CREDIT | GRADE 12 19 – ABBREVIATED COURSE NAME | 1ST SEM GRADE | 2ND SEM GRADE | CREDIT | EXTRA 19 – ABBREVIATED COURSE NAME | 1ST SEM GRADE | 2ND SEM GRADE | CREDIT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ENGLISH LANGUAGE ARTS | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| MATHEMATICS | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| SCIENCE | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| SOCIAL STUDIES | | | | | | | | | | | | | | | | | | | | |
| ECONOMICS/FREE ENTERPRISE | | | | | | | | | | | | | | | | | | | | |
| HEALTH | | | | | | | | | | | | | | | | | | | | |
| PHYSICAL ED./EQUIVALENT | | | | | | | | | | | | | | | | | | | | |
| OTHER LANGUAGES | | | | | | | | | | | | | | | | | | | | |
| FINE ARTS | | | | | | | | | | | | | | | | | | | | |
| COMPUTER SCIENCE | | | | | | | | | | | | | | | | | | | | |
| VOCATIONAL EDUCATION | | | | | | | | | | | | | | | | | | | | |
| BUSINESS EDUCATION | | | | | | | | | | | | | | | | | | | | |
| OTHER ELECTIVES | | | | | | | | | | | | | | | | | | | | |
| LOCAL CREDIT | | | | | | | | | | | | | | | | | | | | |
| TOTAL CREDITS FOR YEAR | | | | | | | | | | | | | | | | | | | | |

| | ABSENCES 1ST SEM | 2ND SEM | TOTAL |
|---|---|---|---|
| REGULAR SCHOOL YEAR | | | |
| ENTERED ___ WITHDREW ___ REASON | | | |
| ENTERED ___ WITHDREW ___ REASON | | | |

| | ABSENCES 1ST SEM | 2ND SEM | TOTAL |
|---|---|---|---|
| REGULAR SCHOOL YEAR | | | |
| ENTERED ___ WITHDREW ___ REASON | | | |
| ENTERED ___ WITHDREW ___ REASON | | | |

| | ABSENCES 1ST SEM | 2ND SEM | TOTAL |
|---|---|---|---|
| REGULAR SCHOOL YEAR | | | |
| ENTERED ___ WITHDREW ___ REASON | | | |
| ENTERED ___ WITHDREW ___ REASON | | | |

| | ABSENCES 1ST SEM | 2ND SEM | TOTAL |
|---|---|---|---|
| REGULAR SCHOOL YEAR | | | |
| ENTERED ___ WITHDREW ___ REASON | | | |
| ENTERED ___ WITHDREW ___ REASON | | | |

| | ABSENCES 1ST SEM | 2ND SEM | TOTAL |
|---|---|---|---|
| REGULAR SCHOOL YEAR | | | |
| ENTERED ___ WITHDREW ___ REASON | | | |
| ENTERED ___ WITHDREW ___ REASON | | | |

GRADING SCALE

| | | |
|---|---|---|
| A | 90 | 100 |
| B | 80 | 89 |
| C | 75 | 79 |
| D | 70 | 74 |
| F | Below | 70 |

NOTE: IN THE ABBREVIATED COURSE NAME COLUMN, SPACE IS PROVIDED TO THE RIGHT OF THE DASHED LINE FOR H = HONORS COURSES, P = ADVANCED PLACEMENT COURSES, I = INTERNATIONAL BACCALAUREATE COURSES, R = SUMMER SCHOOL COURSES, S = SPECIAL EDUCATION COURSES TAKEN WITH MODIFIED CONTENT OR MASTERY LEVELS AS A RESULT OF AN ARD DECISION; OTHER IN THE CREDIT COLUMN, N = REDUCED CREDITS DUE TO EXCESSIVE ABSENCES.

AAR 001186

ACCREDITED BY

| TEXAS EDUCATION AGENCY | | SOUTHERN ASSOCIATION OF SECONDARY SCHOOLS | |
|---|---|---|---|
| YES | NO | YES | NO |

FOR LOCAL USE

2.7



STANDARDIZED TEST / TEAMS RESULTS

SAMPLE

ACADEMIC ACHIEVEMENT RECORD SENT

REQUESTING AGENCY DATE SENT

ACADEMIC ACHIEVEMENT RECORD SENT

REQUESTING AGENCY DATE SENT

HONORS / ACTIVITIES

SPECIAL COMMENTS:

PUPIL INFORMATION

Authorization to release requested information is based on the Family Educational Rights and Privacy Act of 1974. Completion of this form permits the designated school to release data for subsequent entrance to other schools and for job applications.

I hereby authorize and grant approval to the _____ to release requested data.

Signature of Student

Signature of Parent/Guardian

## *Progress Report*

The school district shall provide notice of progress to the parent or guardian of a student whose grade average in any class is lower than 70 or whose grade average is deemed borderline by the district. Progress reports are given at the end of three weeks of each grading period or at intervals designated by the school district. Information may include:

- Name
- Classification
- Subject
- Period
- Teacher Name
- Teacher Recommendation
- Grade
- Attendance
- Days Tardy
- Comments
- Parent's Signature

### *Progress Report Sample*

STUDENT:_____ CLASSIFICATION:_____ PERIOD: _____

PARENT-TEACHER CONFERENCE: _____

TEACHER: _____ TIME/DATE: _____

ALTERNATE TIME/DATE: _____

SUBJECT AND GRADE: _____

DAYS ABSENT:_____ DAYS TARDY: _____

SAMPLE

PARENTS,
This report is in compliance with Section 21.721 on Social Promotion, student testing, and tutorials as mandated by HB 72.

TEACHER RECOMMENDATION

| | |
|---|---|
| TUTORING: | |
| SHOWING IMPROVEMENT: | |
| FURTHER COUNSELING NEEDED: | |
| PARENT CONFERENCE DESIRED: | |

Note: Student's copy-white
Teacher's copy-yellow
Registrar's copy-pink

REPORTING PERIOD: END OF 3RD WEEK OF _____ SIX WEEKS

COMMENTS _____

PARENT'S SIGNATURE _____

**STUDENT IS REQUIRED TO RETURN THIS FORM TO THE TEACHER SIGNED BY PARENT-GUARDIAN**

## *Report Card*

A Report Card is issued at the end of a grading period. This keeps the parents informed of the grade average their son or daughter has at the end of the grading period. Information provided includes:

- Name
- Classification
- Subject
- Teacher's name
- Grade (s)
- Attendance
- Tardies
- Comments
- Parent's signature
- Teacher Conference Period

### *Report Card Sample*

**High School** **Grade Report**

SAMPLE

Phone:_____

Student's Name:_____ ID:_____ Year:_____ Semester:_____

Subject:_____ Teacher:_____

Parent's Signature:_____ Teacher Conference Period:_____

| Grading Period | 1st | 2nd | 3rd | EX | Sem. | 4th | 5th | 6th | EX | Sem. | Yearly Average | Credit |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade | | | | | | | | | | | | |
| Absences | | | | | | | | | | | | |
| Tardies | | | | | | | | | | | | |

Comments:_____

_____

***Grade Requirements (7 - 8)***

***Junior High School***

| ***Subject*** | ***Units*** |
|---|---|
| English Language Arts | 2 |
| Mathematics | 2 |
| Life Science | 1 |
| Earth Science | 1 |
| Physical Education | 1 |
| Texas History/Geography - Grade 7 | 1 |
| U.S. History/Citizenship - Grade 8 | 1 |
| Computer Literacy | 0 or 1/2 |
| Reading Improvement or English as a Second Language (ESL) (Students in grade 7 or 8 who score one year or more below grade level on Texas Learning Index (TLI) shall be assigned to one of the above). | 0, 1, or 2 |
| Electives | Sufficient to complete 12 units |

## *Texas High School Graduation Programs*

| Discipline | Minimum | Advanced (Honors) | Recommended |
|---|---|---|---|
| English Language Arts | 4 | 4* | 4 |
| Mathematics | 3 | 3* | 3 |
| Science | 2 | 3* | 3 |
| Social Studies | 2 1/2 | 2 1/2* | 3 1/2 |
| Economics | 1/2 | 1/2* | 1/2 |
| Other Language | 0 | 2 | 3 |
| Physical Education | 1 1/2 | 1 1/2 | 1 1/2 |
| Health Education | 1/2 | 1/2 | 1/2 |
| Computer Science | 0 | 1 | 1 |
| Fine Arts | 0 | 1 | 1 |
| Elective Credits | 7 | 3 | 3** |
| **Total Credits** | **21** | **22** | **24** |

* TO QUALIFY FOR THE HONORS GRADUATION PLAN, FIVE OF THESE UNITS MUST BE DESIGNATED AS HONORS COURSES BY THE BOARD OF TRUSTEES.

(Individual school districts may require more than the minimum units set by the state.)

### RECOMMENDED PROGRAM

**Additional Components**** (Choose one option.)

Option I: Math, science, elective

- Precalculus (1 credit) or Trigonometry (1/2 credit) and either Elementary Analysis (1/2 credit) or Analytic Geometry (1/2 credit)
- One additional science credit from the following academic core selections: Biology I or II, Chemistry I or II, Physics I or II, or Science III or IV***
- Elective (1 credit)

Option II: Career and technology

Three credits of a state-approved, coherent sequence of courses for career and technology preparation (For inclusion in the recommended program, a TEA-approved Tech-prep program must meet recommended program criteria in English language arts, mathematics, science, social studies, foreign language, health fine arts, and computing proficiency.)

Option III: Specialization

Three credits in a specialization consisting of state-approved, college preparatory courses from language arts (including speech and journalism), science, social studies, mathematics, foreign language, fine arts, and/or computer science.

** College Board Advanced Placement and International Baccalaureate courses may be substituted for requirements in appropriate proficiency areas.

*** Students may not take more than two credits from any combination of Physical Science, III and IV, and Biology I.

Source: State Board of Education
Adopted Nov. 12, 1993

## *Grade Classification (9 - 12)*

Grade Classification is operated under the semester system. A full year course carries a credit value of one unit. A one semester course carries a credit value of one-half unit.

Credit is a term used to indicate that a student has achieved at least a grade of 70 in that particular course. Placement occurs when the student accumulates these credits:

| | | |
|---|---|---|
| • 0 - 4 1/2 credits | Freshman | (9th) |
| • 5 - 9 1/2 credits | Sophomore | (10th) |
| • 10 - 14 1/2 credits | Junior | (11th) |
| • 15 - 21 or 22 credits | Senior | (12th) |

(Individual school districts may have alternative classification requirements.)

## *High School Graduation Programs*

The State of Texas has established curriculum guidelines as part of the requirements in obtaining a high school diploma from Texas schools. Graduation programs are available for students: They include:

| | | |
|---|---|---|
| • Minimum | - | 21 Credits |
| • Advanced (Honors)* | - | 22 Credits |
| • Recommended | - | 24 Credits |

(Individual school districts may require more credits than the minimum shown per plan.)

* To qualify for the Honors Program, five of these units must be designated as honor courses by the Board of Trustees in each district.

## ***Subject Courses (9-12)***

The Texas school curriculum consists of core courses, as well as electives, and extra-curricular activities. A general idea of courses offered in the Secondary level are as follows:

*Core Courses* * *(with a wide variety of specifics for each one)*
English
Mathematics
Science
Social Studies
Economics
Physical Education (PE)
Health
Fine Arts
Foreign Languages
Computer Science

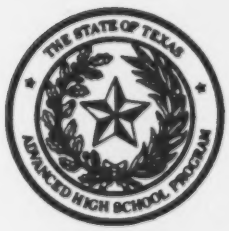
*Electives* * *(with a wide variety of specifics for each one)*
Agriculture
Art
Business
Drama
Marketing
Music
Speech
Career and Technology Education

*Extra-Curricular Activities* *(may be more)*
Baseball
Football
Track
Basketball
Golf
Dancing
Cheerleading
Band
UIL-Prose, Poetry, Debate, Duet, Calculus, Journalism, etc...

* *The availability of courses offered may vary in school districts. Talk to a school counselor for the accessibility of courses offered.*

## ***Graduation Plan Seals***

Students who complete high school graduation requirements shall have attached to the academic achievement record one of the following seals:



***Subchapter H. Promotion and Alternative to Social Promotion***

***State Board of Education Rules***

***§ 75.191 Grading and Reporting Requirements***

***Statutory Citation***

Texas Education Code §21.721, Grade Requirements for Advancement or Course Credit

"(a) A district may not grant social promotions. Students may be promoted only on the basis of academic achievement."

"(b) A student who has not maintained a grade average for a school year equivalent to at least 70 on a scale of 100 may not be given credit for the course."

"(c) A student who has not maintained a grade average for a course equivalent to at least 70 on a scale of 100 may not be given credit for the course."

"(d) The State Board of Education shall adopt rules prescribing alternatives to social promotion for students who are consistently unable to be promoted because of poor academic achievement, and a district may provide for those students in accordance with the board rules, provided that the parent, guardian, or person having lawful control of the student participates in deliberations."

***Rule***

***(a) For grades seven-12, numerical scores shall be used for courses listed in 19 TAC Chapter 75, Subchapter C and D of this title (relating to Curriculum).***

***(b) Grades in all subjects or courses shall be reported to parents and students at the end of each six-week period. The report shall include the number of times the student has been absent. For students in alternative programs, the report to parents must clearly specify the instructional level at which the student is functioning.***

*(c) School districts may report grades to parents as numerical scores or may convert to letter grades. If districts choose to report letter grades, the following conversion table shall be used beginning no later than September 1, 1995.*

*(1) 90-100 = A;*
*(2) 80-89 = B;*
*(3) 75-79 = C;*
*(4) 70-74 = D; and*
*(5) 69-below = actual number grade level earned. A school district may, at its discretion, record a 50 for any numerical grade earned that is lower than 50.*

*(d) For districts that choose to report letter grades to parents, the total numerical scores shall be used in determining promotion, course credit, and maintenance of a grade of 70 for participation in extracurricular and other activities. Numerical scores shall be maintained in the permanent records for grades one-eight and used on the academic achievement records (transcripts) for grades nine-12.*

*(e) School districts that elect to report letter grades may use (+) and (–) with such grades. Districts may also develop procedures for assigning and using grade points at their discretion.*

*(f) At the end of the first three weeks of a grading period, the school district shall provide notice of progress to the parent or guardian of a student whose grade average in any class is lower than 70 or whose grade average is deemed borderline by the district.*

*(g) In assessing students who are limited English proficient for mastery of the essential elements, districts shall make every effort to allow students to demonstrate knowledge or competency independent of their English language skills. These efforts shall include but not be limited to assessment in the primary language, assessment utilizing ESL methodologies, and non-verbal assessment with multiple varied instruments.*

***§75.192 Promotion and Course Credit***

***(a) Middle school or junior high school. To be promoted from one grade level to the next, a student shall attain an overall average of 70 or above for the year in all courses taken. In addition, students shall attain an average of 70 or above in three of the following subjects: language arts (including reading improvement if it is required to be taken), mathematics, social studies, and science. Districts are encouraged not to require a student to repeat any course in which an average of 70 or above was maintained for the year. Campus assignment shall be at the discretion of the district in the event the student neither passes nor fails all courses in the eighth grade.***

***(b) Grades nine-12. To receive credit for a course, a student must maintain an average of 70 or above. Districts may award credit semester by semester for a full year (one unit) course.***

***(c) Summer programs.***

(1) Each school district may offer a summer program, for whatever length of time necessary, for its students to satisfy the subject or course requirements of any subject or course not successfully completed during the preceding school year in grades one-12. Offering a summer program is recommended, but is left solely at the option of the district.

(2) The parent or guardian of each student who has not successfully completed a subject or course for any semester shall be notified by the school district as soon as possible of the summer program, if any, available which may permit such student to complete successfully the subjects or courses not successfully completed during the regular school term.

***§75.193 Grade Level Advancement and Course Credit***

***(a) Student academic achievement shall be determined based on degree of mastery of the essential elements as set forth in Subchapter C of this Chapter (relating to Essential Elements-Grades Seven-Eight), and Subchapter D of this Chapter (relating to Essential Elements- Grades Nine-12) for the grade level subject or course. Each school district shall***

*establish a procedure to ensure that all students, except those handicapped students whose individual education plan (IEP) provides for alternative achievement standards, demonstrate an acceptable level of mastery of the essential elements for subject or course sufficient for successful performance at the next subject or grade level as a prerequisite to earning a grade of 70 or above pursuant to the Texas Education Code, §21.721. The acceptable level of mastery shall be set to ensure that students are challenged for maximum performance.*

*(b) Variations in procedures and academic achievement-level expectation for awarding grades to handicapped students shall be determined by the Admission Review and Dismissal (ARD) committee and included in the student's individual education plan.*

*§75.194 Encouragement of Students to Take Advanced Courses*

*Students in grades nine-12 must satisfy the requirements for graduation as provided in §75.151 of this title (relating to High School Graduation Requirements). School districts may allow any student who wishes to take courses in addition to the 21 units required for graduation or the 22 units required to accomplish the advanced high school program or in addition to higher local graduation requirements to take such courses on a pass/fail basis. Students who have a grade average of 70 or above in such courses shall be awarded credit, but, at the student's option, a letter or numerical grade will not be recorded on the transcript or included in the student's total average. The student must declare intent to take such a course on a pass/fail basis on the first day the course meets. These courses shall be excluded in the computation of grade point averages. The purpose of this option is to encourage students to take advanced courses in addition to the total number of units required for graduation.*

*§75.195 Alternatives to Social Promotion*

*(a) Local districts shall adopt policies delineating appropriate services and alternative programs relating to alternatives to social promotion for grades one-eight and award of credit for grades nine-12. Such policies shall reflect requirements in §75.170 of this title (relating to School District Policy on*

***Grading, Promotion, Retention, Remediation, and Placement.)***

***(b) Students shall be promoted from one grade to the next and awarded course credit on the basis of academic achievement as set forth in §75.193(a) of this title (relating to Grade Level Advancement and Course Credit) and in §75.192(a), (b), and (c) of this title (relating to Promotion and Course Credit).***

***(c) Students in grades seven-12 who are below the age of 21 and who meet one or more of the following conditions shall be identified as at risk:***

(1) have not been promoted one or more times in grades one through six based on academic criteria established in subsection (a) and (b) of this section (relating to alternatives to social promotion) and continue to be unable to master the essential elements in the seventh or higher grade level;

(2) are two or more years below grade level in reading or mathematics;

(3) have failed at least two courses in one or more semesters and are not expected to graduate within four years of the time they entered the ninth grade; or

(4) have failed one or more of the reading, writing, or mathematics sections of the most recent TAAS test beginning with the seventh grade.

(5) In addition to criteria outlined in this subsection, the district may consider the environmental, familial, economic, social, developmental, and other psycho-social factors in determining services where such factors contribute to the student's inability to progress academically.

***(d) At-risk students shall be provided academic options and services deemed appropriate by the district based upon its assessment of the student's needs. These options and services may include but need not be limited to alternative education programs, retention, counseling, peer tutoring, and/or referral to other service providers. They shall be provided immediately to students identified as at risk.***

***Districts are encouraged to provide parents with suggestions for helping students at home. For students identified as at risk, district procedures shall include the following components:***

(1) assessment of each student's needs;

(2) determination of academic options, services, and alternative programs delineated in local school district policies to be utilized for each student;

(3) notification to the parent or guardian of each student stating the primary conclusions of the assessment of such student's needs and the services or alternative program or programs in which such student is being placed. Such notification may be by registered letter with return receipt requested;

(4) ongoing evaluation of each student's academic progress including progress towards promotion or high school graduation and monitoring of intervention activities provided to ensure that student needs are addressed;

(5) grade report to parent which clearly specifies the functional level of each student; and

(6) provision for a student to exit a program when appropriate.

*(e)* ***Students in grades one-eight who have been retained or placed in alternative programs and who still fall two years or more below grade level in reading or mathematics or both shall be placed in an alternative program providing intensive remediation designed for rapid progress in language arts, reading, and mathematics. Time and subject requirements for subjects other than language arts, reading, and mathematics as provided in §75.141 of this title (relating to Description of a Well-Balanced Elementary Curriculum) may be adjusted.***

*(f)* ***No student shall be retained more than one time in grades one-four and more than one time in grades five-eight. In exceptional cases, with approval of a committee consisting of at least the student's teacher or teachers and two administrators, one of whom shall be assigned above the campus level, and the permission of the parent, a second***

***retention within either grades one-four or grades five-eight may be allowed,***

***(g) By September 1, 1988, each school district board of trustees shall have a plan in place designed to retain students in a school setting in grades one-12. The district plan:***

(1) shall emphasize a comprehensive team approach including the superintendent, principal, parent or guardian, teacher, student, community service provider, business representative, or others;

(2) shall include objectives designed to meet the identified needs of at-risk students and to retain those students in school in accordance with the State Board of Education's long-range plan for Texas public school education.

## *Alternative Means Of Credit Accrual*

Even though much has been initiated to meet the needs of migrant students, much remains to be done. An area where more emphases should be placed is in instruction. More importantly, what is needed is the formulation of policies and procedures that remove barriers to quality education for migrant children.

Alternative Means of Credit Accrual, other than those provided by the regular foundation education program include: tutorials, extended day sessions, correspondence and skill-building courses, local credit-by-exam options, and other alternative means of credit accrual available to migrant students locally as well as out of state.

### *Tutorials*

Tutorial programs are set up to accommodate students who need to finish incomplete assignments as well as to complete assignments that were missed when students were not enrolled in school. Each local school schedules these programs as well as the personnel who will be involved.

### *Extended Day Program*

In this program, instruction is offered to migrant students by school district personnel before and/or at the end of the school day. Some school districts may provide instruction on Saturday. The local district determines the time allocation and emphases placed on the instruction provided.

### *Correspondence Courses*

These are courses that may be taken outside of the regular school day. The student is responsible for all tuition (approximately $75-$100 plus books if enrolled from the University of Texas at Austin or Texas Tech University). The student has a certain length of time in which to complete the course(s). Assignments are sent to the student by the University. Once these are completed, the student submits them to the University for grading. At the end of the course, a test is sent to the school district to be administered to the student. The test is sent to the University to be graded and once graded, the score is then returned to the school district. Refer to the high school counselor for more information.

## *The University of Texas at Austin-Migrant Student Program*

### *Skill-Building Courses*

These are courses offered by the University of Texas-Austin which focus on helping students gain course credit, academic skills and self-confidence. These courses are designed to help reduce the dropout rate among migrant students. Tuition (approximately $100) may be provided from several sources:

- migrant funding
- U.T. program tuition scholarships
- local funding

TEA Approved Skill-Building Courses:

- English I A & B
- English II A & B
- English III A & B
- English IV A & B
- Pre-Algebra A & B
- Algebra I A
- Geometry A & B
- U.S. Government
- Individual and Family Life
- U.S. History A & B
- Economics
- World Geography A & B
- Health Education

If you need additional information, please contact:

Peggy Wimberley
or Rebeca Nancy Treviño
512-471-7716
1-800-252-3461 (in Texas)
1-800-444-1905 (out of state)

The University of Texas at Austin
Extension Instruction and
Materials Center
Special Projects
P.O. Box 7700
Austin, TX 78713-7700

### *Portable Assistance Study Sequence (P.A.S.S.)*

This is a program for high school students who can obtain school credit by home study and regular conferences with a teacher. PASS was first developed to help high school students earn, complete and make up high school credit. It originated in the 1970's by California. The Mini-PASS was developed for use with junior high students. PASS courses can be obtained from California, Washington, Wisconsin, and Michigan.

### *American Preparatory Institute (API)*

American Preparatory Institute (API) is a public school from which over 7,100 adult students have earned high school diplomas during the past seventeen years. API is accredited by the Southern Association of Colleges and Schools, Commission on Secondary Schools. The Texas Education Agency recognizes API as being accredited, a status which TEA uses for non-public schools that are not under its legal jurisdiction.

API specializes in the development of individualized, competency-based courses. The courses are designed to allow the student to advance at his or her own learning rate. Course design is based on mastery learning principles and facilitates one-to-one, small group, and entire class teaching techniques.

Any API course is an instructional system, not just instructional materials. The competency-based system includes a teacher's guide for each course, all criterion-referenced tests, answer keys, learning activities, all instructional materials, and labs for science courses.

For more information call 1-800-792-3348.

### *Technology in Migrant Education*

#### *United Star Distance Learning Consortium*

The United Star Distance Learning Consortium has developed a program that provides Algebra I credit for migrant students. Education Service Center Region XX and the Texas Education Agency ensures success for migrant students through this non-standard format and a promising model of support for this full-credit course. This year-long course, Algebra I-A in the fall and

Algebra I-B in the spring is taught in 90 minute blocks twice a week beginning in September. Learners are supported through satellite, telephone, the Internet, and a multimedia learning kit that travels with the student. The course is broadcast live in the evening and rebroadcast early in the school day to maximize access.

*The United Star Distance Learning Consortium is funded in part by a Star Schools Grant from the U.S. Department of Education.*

*Project Director: Don Knezek*
*Education Service Center-Region XX, San Antonio, Texas*
*Florida State Department of Education*
*Illinois State Department of Education*
*New Mexico State Department of Education*
*North Carolina Department of Public Instruction*
*Texas Education Agency*
*TI-IN Network*
*Western Illinois University*

*For more information call (210) 270-9202.*

***NovaNet***

NovaNet is a service whose subscribers generally establish one or more computer "labs", each of which is connected to NovaNet via a single data circuit. It is a self-paced, interactive and easy to use program. NovaNet's courseware is developed for educators by educators. The lessons incorporate a range of instructional paradigms that give each student the greatest chance for success while maximizing learning time. Each curriculum is organized into a number of units. Units are composed of diagnostic and prescriptive tests, three to twelve NovaNet lessons and post tests to confirm mastery of unit objectives. Students have a variety of curricula from which to choose.

For more information call 1-800-598-9853.

***'Highways in the Sky: Project SMART"***

The opportunity for Texas migrant students to obtain school credit has been enhanced by a unique distance learning program offered by the Texas Education Agency-Division of Migrant Education. Students that migrate to different states which participate in Highways in the Sky: Project SMART (Summer Migrants Access Resources through Technology) can earn credit in Mathematics of Money (MOM), Pre-Algebra A & B, (if still on the student's graduation plan), Creative Writing (credit may be given for English IV or elective), Algebra I A and World Geography A. Migrant students can enroll in any of the courses offered for TAAS preparation or enrichment as well. Students view the lessons at school and participate interactively with the teleteacher or they view the lessons at home live but do not interact with the teleteacher. Project SMART video tapes are also available and can be obtained through your Education Service Center or the Region One Education Service Center. New course offerings are developed for implementation each summer. Continuity of education is maintained for student participation. Incomplete work can be completed upon the student's return to his/her homebase school district.

# *Instructional Media Services*

***Region One Education Service Center***
***1900 W. Schunior***
***Edinburg, TX 78539***
***(210) 383-5611 • FAX (210) 383-3524***


## *1996 Project SMART Video Tapes*

*June 10 - August 1, 1996*
*(Complete Set Contains 48 Tapes)*

| | |
|---|---|
| *Early Childhood Grades P3-K* | *- Language Development Spanish / English* |
| *Lower Elementary Grades 1-2* | *- Integrating Math, Science, and Language Arts* |
| *Upper Elementary Grades 3-5* | *- Integrating Math, Science, and Language Arts* |
| *Middle School Grades 6-8* | *- Power Math Lab (A Problem Solving Seminar)* |
| *Grades 9-12* | *- World Geography B* |
| *Grades 9-12* | *- Informal Geometry: Power Math Lab* |

**Region One ESC Districts:**

**Tape & Duplication - $11.75 (Region One provides the blank tape)**
Total cost for 8 weeks of one level ($11.75 x 8 weeks = $94.00)
Total cost for 8 weeks of all levels ($11.75 x 48 tapes = $564.00)

**Duplication Only - $8.00 (District provides the blank tape)**
Total cost for 8 weeks of one level ($8.00 x 8 weeks = $64.00)
Total cost for 8 weeks of all levels ($8.00 x 48 tapes = $384.00)

**Texas Districts/Organizations (Except Region One ESC Districts):**

**Tape & Duplication - $13.75 (Region One provides the blank tape)**
Total cost for 8 weeks of one level ($13.75 x 8 weeks = $110.00)
Total cost for 8 weeks of all levels ($13.75 x 48 tapes = $660.00)
Shipping will be Insured Certified (estimate $2.00 per tape)

**Duplication Only - $10.00 (District/Organization provides the blank tape)**
Total cost for 8 weeks of one level ($10.00 x 8 weeks = $80.00)
Total cost for 8 weeks of all levels ($10.00 x 48 tapes = $480.00)
Shipping will be Insured Certified (estimate $2.00 per tape)

**Out-of-State Districts/Organizations:**

**Tape & Duplication - $16.75 (Region One provides the blank tape)**
Total cost for 8 weeks of one level ($16.75 x 8 weeks = $134.00)
Total cost for 8 weeks of all levels ($16.75 x 48 tapes = $804.00)
Shipping will be Insured Certified (estimate $2.00 per tape)

**Duplication Only - $13.00 (District/Organization provides the blank tape)**
Total cost for 8 weeks of one level ($13.00 x 8 weeks = $104.00)
Total cost for 8 weeks of all levels ($13.00 x 48 tapes = $624.00)
Shipping will be Insured Certified (estimate $2.00 per tape)

***To Order Copies of 1996 or previous years Project SMART tapes or for further information please contact:***

***Elma Prado at Extension 319 or***
***Thelma Vega at Extension 240***

## *§75.166 Credit by Examination*

***(a) General provisions***

(1) A school district board of trustees which chooses to grant credit by examination shall adopt a policy which shall include, but need not be limited to, the following:

(a) eligibility requirements for students seeking credit by examinations;
(b) courses for which credit may be earned by examinations;
(c) procedures for examinations for credit;
(d) provisions for ensuring that examinations given under this section assess mastery of the essential elements;
(e) provisions for ensuring that the passing grade for the examination for credit is as high as that required for the same course or courses for other students in the district; and,
(f) provisions for ensuring that examinations for credit are properly evaluated before credit is granted.

(2) Districts shall give reasonable notification of the availability of credit by examination.

(3) Districts may place restrictions on the total amount of credit to be awarded through credit by examination.

(4) Students who have had prior formal instruction may use credit by examination procedures. Districts shall determine prior formal instruction based upon a review of educational records.

(5) Districts may use screening procedures to determine which students may use credit by examination.

(6) Districts may charge for these examinations at a rate not to exceed a limit set by the commissioner of education.

***(b) Assessment of mastery. Examinations that assess student mastery of the essential elements for a particular course may be obtained from any source and may be administered by outside agencies. Examinations should be as rigorous as possible and may use a variety of methods. Tests or other assessments used to determine essential element mastery are not required to be submitted to the Central Education Agency***

***for approval, but are subject to review by accreditation teams.***

***(c) Granting of credit. Credit obtained using credit by examination shall be recorded on the permanent school record for grades six-eight or on the academic achievement record for grades nine-12 as appropriate.***

(1) Granting of credit shall be dependent upon performance equivalent to that of students receiving regular classroom instruction. Students must attain a grade of at least 70 or above on the assessment of the essential elements in Chapter 75 of this title (relating to Curriculum). Granting of credit is subject to parental and district approval.

(2) Students in grades seven-eight and grade six, when included in the middle school, may receive unit credit for a course if they meet the standards in paragraph (1) of this subsection.

(3) Students in grades nine-12 may receive credit for a course if they meet the standards in paragraph (1) of this subsection.

(4) For courses offered for local credit only, credit may be given by examination at the discretion of the district.

***(d) Use of credit. Credit by examination shall not be used to gain eligibility for participation in extracurricular activities. Students who exceed the maximum number of absences allowed by the Texas Education Code, §21.041, may not use credit by examination to receive credit for the particular course.***

## *§ 75.167 High School Credit for College Courses*

A school district board of trustees may adopt a policy that allows students enrolled in grades nine-12 to be awarded credit toward high school graduation for completing college-level courses. Such courses shall be provided only by accredited institutions of higher education.

***§ 75.169 Award of Credit, Grades 9 - 12***

A course may be considered completed and credit awarded under either of the following conditions:

(A) the student has been enrolled in a course scheduled for the minimum clock hours and has achieved a grade of 70 or better for the course; or

(B) the student has demonstrated achievement by meeting the standard requirements of the course, **regardless of the time the student has been enrolled in the course**.

***Sec. 25.092 Minimum Attendance for Class Credit***

***(a) Except as provided by this section, a student may not be given credit for a class unless the student is in attendance for at least 90 percent of the days the class is offered.***

***(b) The board of trustees of each school district shall appoint one or more attendance committees to hear petitions for class credit by students who are in attendance fewer than the number of days required under Subsection (a). Classroom teachers shall comprise a majority of the membership of the committee. A committee may give class credit to a student because of extenuating circumstances. Each board of trustees shall establish guidelines to determine what constitutes extenuating circumstances and shall adopt policies establishing alternative ways for students to make up work or regain credit lost because of absences. A certified public school employee may not be assigned additional instructional duties as a result of this section outside of the regular workday unless the employee is compensated for the duties at a reasonable rate of pay.***

***(c) A member of an attendance committee is not personally liable for any act or omission arising out of duties as a member of an attendance committee.***

***(d) If a student is denied credit for a class by an attendance committee, the student may appeal the decision to the board of trustees. The decision of the board may be appealed by trial de novo to the district court of the county in which the school district's central administrative office is located.***

***(e) This section does not affect the provision of Section 25.087(b) regarding a student's excused absence from school to observe religious holy days.***

- ***Dependent/Independent Semesters***

  It is important to find out if the school district awards semester credit on an individual semester basis, or if it is possible to average the two semesters to award a full credit for the year.

| **Dependent Semesters** | **Grade 9, 19__** | | | |
|---|---|---|---|---|
| Generic Course Name | Abbreviated Course Name | 1st Sem. Grade | 2nd Sem. Grade | Credit |
| English Language Arts | Eng. I | 60 | 80 | 1 |
| | | | | |
| | | | | |

| **Independent Semesters** | **Grade 9, 19__** | | | |
|---|---|---|---|---|
| Generic Course Name | Abbreviated Course Name | 1st Sem. Grade | 2nd Sem. Grade | Credit |
| English Language Arts | Eng. I | 60 | 80 | 1/2 |
| | | | | |
| | | | | |

State of Texas

# 1994-95 School Report Card Definitions

## School Accountability Rating

School accountability ratings issued by the state are based on the percent of students in all grades passing the TAAS in Reading, Mathematics, and Writing; the dropout rate; and the attendance rate; in addition to other requirements. Performance standards for TAAS and dropout rates must be met for all students as well as for student groups (African-American, Hispanic, White, and Economically Disadvantaged). Some schools may qualify for an "Additional Acknowledgment" for performance on the College Admissions Tests.

## Indicators of Student Performance

**TAAS Percent Passing:** The TAAS (Texas Assessment of Academic Skills) is a standardized test that students in grades 3, 4, 5, 6, 7, 8 and 10 must take. The TAAS has tests in Reading, Mathematics, Writing, Science and Social Studies. Reading and Mathematics are given at grades 3, 4, 5, 6, 7, 8 and 10. Writing is given at grades 4, 8 and 10 only. Science and Social Studies are given at grade 8 only and are reported in the section labeled "TAAS % Passing (8th grade only)." TAAS results show the performance of non-special education students who were in the district as of late October in each school year. The TAAS standards for the school accountability rating are:

- *Exemplary* - at least 90% passing
- *Recognized* - 70% to 89.9% passing
- *Acceptable* - 25% to 69.9% passing
- *Low-Performing* - less than 25% passing

**TAAS/TASP Equivalency:** This indicator shows the percent of graduates from the class of 1993 and 1994 who did well enough on the exit-level (10th grade) TAAS to be expected to pass the Texas Academic Skills Program (TASP) test. The TASP is a basic skills test measuring reading, writing, and mathematics skills. It is required of all persons entering Texas public institutions of higher education for the first time.

**End-of-Course Exam (May 1995):** Students completing a Biology I course must now take the Biology I End-of-Course Examination. The report shows the percent of students who took the test at grades 8, 9, 10, 11 and 12 in December 1994 or May 1995.

**Attendance Rate:** The report shows the attendance rate for the entire school year. Schools must have an attendance rate of 94% or higher to receive an accountability rating of *Exemplary* or *Recognized* by the state.

**Dropout Rate:** The report shows what percent of students dropped out in the 1993-94 school year and what percent of students dropped out in the 1992-93 school year. The goal of the state is to reduce the dropout rate to 1% or lower. The dropout rate standards for the school accountability rating are:

- *Exemplary* - 1% or less dropping out
- *Recognized* - 1.1% to 3.5% dropping out
- *Acceptable* - 3.6 to 6% dropping out
- *Low-Performing* - over 6% dropping out

2.32

61

62

**College Admissions Tests:** The report shows what percent of graduates from the 1993-94 and the 1992-93 graduating class took either the SAT (Scholastic Aptitude Test) or the ACT (American College Test). The goal of the state is to have at least 70% of graduates take the SAT or ACT every year. The report also shows what percent of graduates scored at or above the "Criterion Score" on either the SAT or ACT. The criterion score is 1000 on the SAT and 24 on the ACT. The goal of the state is to have at least 35% of graduates score above the criterion score. The average SAT and ACT scores for the graduating class of 1994 and the graduating class of 1993 are also given in the report.

**TAAS Percent Exempted:** The report shows the percent of students exempted from taking the TAAS reading, writing, or mathematics tests, by exemption category. A student may be exempted from a test if he or she has received a special education exemption or a limited-English proficiency exemption.

## School Characteristics:

**Expenditures per Student:** Expenditures are dollar amounts budgeted to be spent during the 1994-95 school year. Total dollar amounts have been divided by the number of students in the school. The district amounts are the average of the school amounts in the district. District central office amounts are not included in the district averages.

**Number of Students per Teacher:** The report shows the total number of students divided by the total number of teachers at the school.

**Paired Schools** - Schools that reported enrollment but did not have grades in which the TAAS test is given (such as 9th grade centers, K-2 schools, etc.), were paired with schools with which they had a "feeder" relationship to determine accountability ratings.

## Comparisons Provided

For each indicator, the report shows the performance for all students in the state (State Average), the district (District Average), the school group (School Group Median) and the school (School - All Students). The school "group" is a set of 100 other Texas schools that are similar to this school. In addition, performance is shown separately for African-American, Hispanic, White, Asian/Pacific Islander, Native American and Economically Disadvantaged students at the school. Economically Disadvantaged students are those who are eligible for the free or reduced-price lunch program. Where available, two years of results are shown.

## Special Symbols

- An *asterisk* (*) indicates that fewer than 5 students were in that category.
- A *dash* (-) indicates that no students were in that category.
- *n/a* - indicates that the information is not available or not applicable.
- *n/i* - indicates that the information is not included in the report for the year shown.
- A *question mark* (?) indicates that the information reported is outside of a reasonable expected range.

STATE OF TEXAS

# 1994-95 SCHOOL REPORT CARD



SCHOOL NAME:

DISTRICT NAME:
SCHOOL NUMBER:
SCHOOL ENROLLMENT:

SCHOOL ACCOUNTABILITY RATING: EXEMPLARY
DISTRICT ACCREDITATION STATUS: RECOGNIZED
GRADE SPAN: 09 - 12

SAMPLE

| | | State Average | District Average | School Group (Median) | School (All Students) | African American | Hispanic | White | Asian/Pacific Islander | Native American | Economically Disadvantaged |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **TAAS Percent Passing** | | | | | | | | | | | |
| (For all grades tested at this school) | | | | | | | | | | | |
| Reading | Spring 1995 | 78.4% | 95.7% | 75.7% | 100.0% | - | 100.0% | 100.0% | * | - | 100.0% |
| | Spring 1994 | 76.5% | 92.7% | 77.7% | 100.0% | - | 100.0% | 100.0% | n/i | n/i | 100.0% |
| Writing | Spring 1995 | 82.0% | 96.7% | 85.9% | 100.0% | - | 100.0% | 100.0% | * | - | 100.0% |
| | Spring 1994 | 79.0% | 94.4% | 80.4% | 100.0% | - | 100.0% | 100.0% | n/i | n/i | 100.0% |
| Mathematics | Spring 1995 | 65.9% | 88.0% | 57.0% | 99.2% | - | 98.7% | 100.0% | * | - | 100.0% |
| | Spring 1994 | 60.5% | 76.8% | 56.8% | 100.0% | - | 100.0% | 100.0% | n/i | n/i | 100.0% |
| All Tests Taken | Spring 1995 | 60.7% | 86.1% | 51.9% | 99.2% | - | 98.8% | 100.0% | * | - | 100.0% |
| | Spring 1994 | 55.6% | 74.7% | 51.2% | 100.0% | - | 100.0% | 100.0% | n/i | n/i | 100.0% |
| **TAAS Percent Passing (8th Grade only)** | | | | | | | | | | | |
| Science | Spring 1995 | - | - | - | - | - | - | - | - | - | - |
| Social Studies | Spring 1995 | - | - | - | - | - | - | - | - | - | - |
| **TAAS/TASP Equivalency** | | | | | | | | | | | |
| Class of 1994 | | 53.9% | 86.9% | 50.0% | 94.0% | - | 93.0% | 98.0% | * | - | 96.9% |
| Class of 1993 | | 47.7% | 79.3% | 43.8% | 94.3% | - | 93.3% | 100.0% | n/i | n/i | 87.0% |
| **End-of-Course Exam (May 1995)** | | | | | | | | | | | |
| Percent of Students Taking Biology I Exam | | | | | | | | | | | |
| 8th Grade | | - | - | - | - | - | - | - | - | - | - |
| 9th Grade | | 36.0% | 90.7% | 15.1% | 94.4% | * | 100.0% | 83.6% | 100.0% | - | 85.4% |
| 10th Grade | | 40.6% | 4.6% | 59.6% | 7.7% | * | 6.9% | 9.3% | * | - | 5.8% |
| 11th Grade | | 4.9% | 0.4% | 3.5% | 0.9% | - | 1.4% | 0.0% | * | - | 2.4% |
| 12th Grade | | 1.5% | 0.0% | 0.5% | 0.0% | - | 0.0% | 0.0% | * | - | 0.0% |
| **Attendance Rate** | | | | | | | | | | | |
| 1993-94 | | 95.1% | 95.5% | 93.9% | 96.2% | * | 98.4% | 98.0% | 97.3% | * | 96.0% |
| 1992-93 | | 94.9% | 95.1% | 93.6% | 96.4% | * | 98.5% | 96.3% | n/i | n/i | 98.6% |
| **Dropout Rate** | | | | | | | | | | | |
| 1993-94 | | 2.6% | 0.3% | 2.3% | 0.0% | * | 0.0% | 0.0% | 0.0% | * | 0.0% |
| 1992-93 | | 2.8% | 0.1% | 2.8% | - | - | - | - | n/i | n/i | - |

LEGEND: * Fewer than 5 students; ? Outside reasonable range

# III. BILINGUAL EDUCATION

***Required Programs for Students of Limited English Proficiency (LEP)***

| NUMBERS OF IDENTIFIED LEP | GRADES PRE-K THROUGH ELEMENTARY | GRADES 7 THROUGH 12 |
|---|---|---|
| Districts identifying 20 or more LEP students in any language classification of the same grade level. | Bilingual Education | ESL |
| Districts identifying less than 20 LEP students in any language classification of the same grade level. | ESL | ESL |

- ***Bilingual Education and ESL Definition***

  Bilingual Education and English as a Second Language (ESL) shall be taught in the public schools for the purpose of assisting the learning ability of limited English proficient students and to enhance their English language.

- ***Goal***

  The goal of Bilingual Education and English as a Second Language programs shall be to provide full opportunity for all students to become competent in the comprehension, speaking, reading and composition of the English language.

  Such programs shall emphasize the mastery of English language skills and content area concepts and skills in order for students to be able to participate effectively in the regular school curriculum.

  Bilingual Education and English as a Second Language programs shall be integral parts of the total school program. Such programs shall use instructional approaches designed to meet the special needs of limited English proficient students. The basic curriculum content of the programs shall be based on the essential elements required by Chapter 75 of this title (relating to Curriculum).

- ***Program Features of Bilingual Education***

  - Essential elements for required courses are introduced to students in their primary language in Bilingual Education.

  - Instruction is provided by certified teachers with Bilingual Education endorsement.

  - State adopted textbooks in Spanish are used. Commercial or teacher-made materials are used for languages other than English or Spanish.

  - High quality subject matter teaching in the first language, without translation, must be provided.

  - Development of literacy in the first language.

  - Comprehensible input in English. Comprehensible input in English is provided directly by high quality English as a Second Language instruction, supplemented by comprehensible, or "sheltered" subject matter teaching in English.

- ***What is ESL Instruction?***

  - ESL is English instruction through second language methods including the essential elements, but these are modified in that they are paced differently. The levels of instruction differ for beginning, intermediate, and advanced students. In addition, special attention is provided to the ESL student through multicultural education.

  - ESL state adopted systems are used.

  - Instruction is provided by certified teachers with Bilingual Education or ESL endorsements.

  - ESL is required as a part of dual language instruction in Bilingual Education.

- ***Language Categories***

  The amount of instruction in each language shall be commensurate with the student's level of proficiency in both languages and at their level of academic achievement. The student's level of language

proficiency and academic achievement shall be designated by the Language Proficiency Assessment Committee [19 TAC 89.3 (b)]. Student language categories are based upon English proficiency:

- BEGINNERS of English require that a large percentage of their instructional time be spent developing receptive and expressive language skills in their native language. Beginners of English need the core subject areas of reading/language arts, math, science, social studies, and health instruction to be provided in their native language because these subjects necessitate that the learner have strong cognitive reasoning skills. English is taught as a second language (ESL) and the students are mainstreamed in the subject areas of art, music, and physical education; these subject areas are less cognitively demanding and the students can be mixed with native English speakers.

- INTERMEDIATE students scoring a 3 or a 4 on the English oral language, reading, and writing proficiency tests will be categorized as intermediate level learners of English. Intermediate language learners need greater opportunities to use their expressive language while still developing their receptive language skills. Intermediate speakers of English require that the core subject areas of reading/language arts, and social studies instruction continue to be provided in their native language. ESL continues to be taught, and math and science include hands-on, demonstration and modeling techniques which make them Advanced language learners of English.

- ADVANCED language learners of English have expressive and receptive skills in their second language. They still need to further develop their vocabulary and cognitive abilities in their first language. Reading/language arts is still taught in Spanish. However, opportunities for reading English literature needs to also be provided. Reading in English could form part of the ESL component. ESL continues to be taught and social studies is taught via a "sheltered English" approach. Students are mainstreamed into all English classes in the subject areas of art, music, physical education, math and science.

- TRANSITIONAL students have met all requirements for reclassification as English proficient and have been placed in all-English classrooms. The language proficiency assessment committee shall, for two years, monitor the academic progress for each student who has exited from a Bilingual or English as a

Second Language Program and recommend assistance if needed. Although some students may exercise an option to enroll in elective foreign language courses, primary language and English as a Second Language instruction is no longer required. Should these students experience academic failure as described in §89.6 (j), the students must be re-identified as LEP and served with either an ESL or compensatory education program.

- ***Entry and Placement Criteria***

For entry into or placement within a Bilingual Education or English as a Second Language Program, a student shall be identified as limited English proficient using the following criteria:

- at grades prekindergarten through grade 12, the score on the English oral language, reading and writing proficiency test is below the level designated for indicating limited English proficiency.

- at grades two through 12

- the student's ability in English is so limited that the administration of the English student assessment instrument required at his or her grade level is not valid; or

- the student's score on either the English reading or the English language arts sections of the student assessment instrument required at his or her grade level is below the 40th percentile;

- within four weeks of their initial enrollment in the district, students shall be identified as Limited English Proficient (LEP) and entered into the required Bilingual Education or English as a Second Language Program.

- pending parent approval of Limited English Proficient student's entry into the Bilingual Education or English as a Second Language Program recommended by the Language Proficiency Assessment Committee, the district shall place the student in the recommended program, but may count only Limited English Proficient students with parental approval for Bilingual Education or special language allotment.

- the Language Proficiency Assessment (LPAC) committee shall monitor the academic progress of each student who has exited from a Bilingual or English as a Second Language Program for the next

two years to determine whether the student is academically successful as defined in subsection 89.6 (j) of this title (relating to Testing and Classification of Students). Students who are not academically successful shall be classified as Limited English Proficient, and shall be recommended for participation in a Bilingual Education, English as a Second Language, Compensatory Education, or other program which addresses their needs.

- ***Exit Criteria***

*Testing and Classification of Students*:

The requirements for exiting the Bilingual Education or English as a Second Language Program under the state plan have been strengthened to specify that the student be considered English proficient if he or she scores at or above the 40th percentile on a norm-referenced assessment instrument approved by the Agency in Reading and Language Arts. Districts not wishing to use the 40th percentile as the exit criterion may use evidence of passing of the Texas Assessment of Academic Skills (TAAS), evidence of oral proficiency in the primary language, English, based on the student scores at or above the cut-off level of the oral language, reading, and writing proficiency test, and one or more of the following criteria: (1) mastering the Essential Elements, (2) meeting promotion standards on grade level, (3) performing at or above the cut-off on other teacher-made or commercially developed criterion-referenced tests, or (4) performing at or above the district norm in the total battery of a norm-referenced test.

- a student may not be exited from the Bilingual Education or English as a Second Language Program in prekindergarten through grade one,

- for determining whether a student who has been exited from a Bilingual Education or Special Language Program is academically successful, the following criteria shall be used at the end of the school year,

  - the student demonstrates mastery in English of the criterion-referenced assessment instrument required in Texas Education Code 21.551 for the grade level as applicable; and

  - the student has passing grades in all subjects and courses taken.

For former-LEP students who are not demonstrating mastery of grade level essential elements or TAAS test, the committee shall prescribe participation in the following:

- Compensatory Education
- Bilingual Education
- English as a Second Language (ESL)
- or other program that addresses the needs of the student

Student progress is monitored during the year, early indicators that a student is having difficulty should be followed by assistance in order to prevent failures, retentions, or dropouts. Tutoring can be very effective if provided early in the semester to prevent the student's falling behind other classmates. Enrollment in supplementary programs such as Compensatory Education, computer assisted instruction, or study groups is often helpful.

# IV. POST SECONDARY EDUCATION

- ***Post Secondary Education Information***

High school graduation is only the beginning of a student's education and the diploma should be used as the key to open doors to post secondary education.

Names of universities and colleges may be obtained through your local senior high school counselor or you may refer to:

**Compendium of Texas Colleges**
GPM South Tower
Suite 200 NW Loop 410
San Antonio, TX 78246-5699
Ph. (210) 525-8494
Fax (210) 341-6627

The various degree options are:

*Technical School*
A school which offers career or vocational skills training after graduation from high school; a certificate or license is usually obtained

*Associate Degree*
A degree offered on a two-year training or educational program at a junior college or its equivalent

*Baccalaureate Degree*
A degree offered after the successful completion of a four-year university program

*Master's Degree*
A degree offered after a baccalaureate degree in a specific area such as law, medicine, architecture, pharmacy, etc.; carries the rank and title of M. ED

*Doctoral Degree*
A degree offered after a master's degree in a specific discipline; carries the rank and title of Ph. D.

- ***Financial Assistance***

There are several ways to attend college financially. Financial assistance may be obtained through:

- Scholarships
- Grants
- Awards
- Loans
- Work Study

***Scholarships***

A scholarship is a sum of money that is awarded to a student usually due to outstanding achievement in a certain area. It is free of repayment. Some of the scholarships are:

*College Assistance Migrant Program (CAMP)*

The CAMP program is a one-year federally funded scholarship for migrant students.

The student must meet the following Eligibility Guidelines. He must:

- be a legal U.S. resident;
- have been employed in migrant or seasonal farmwork for at least 75 days in the past 24 months;
- be a high school graduate or have a G.E.D.; and
- be financially eligible.

Universities having a CAMP program are:

California State University at Sacramento/CAMP
6000 J Street
Sacramento, CA 95819
(916) 278-5855

California State University at Fresno/CAMP
Maple and Shaw Avenue
Fresno, CA 93740
(209) 278-4768

Boise State University/CAMP
Department of Teacher Education
1910 University Drive
Boise, ID 83725

Oregon State University/CAMP
Office of Academic Affairs
Corvallis, OR 97331
(503) 737-0123

The Pennsylvania State University/CAMP
208 Boucke Building
University Park, PA 16802
(814) 863-8598

St. Edward's University/CAMP
Office of Admission
3001 S. Congress Ave.
Austin, TX 78704
(512) 448-8508

*Joseph Mattera National Scholarship Fund For Migrant Children*

The Joseph Mattera Scholarship is for financially needy migrant youth who have the potential and desire to further their education.

The Eligibility Guidelines are:

- to be a child of a migratory farmworker, or a migratory farmworker (priority is given to interstate migrant students);
- to be enrolled in or accepted at an accredited public or private college, technical or vocational school;
- to be a dropout or potential dropout from high school showing promise of ability to continue schooling; and
- to be recommended by a representative of a community, school, or other educational agency able to vouch for the educational status, financial need, and migratory status of the applicant.

For further information and to submit applications, write to:

Bob Lynch, Director
Joseph Mattera National Scholarship Fund For Migrant Children
BOCES Geneseo Migrant Center
Holcomb Building 210-211
Geneseo, New York 14454
(716) 245-5681

*Texas Advocates For Migrant Students (TAMS)*

TAMS was established as a non-profit organization in June of 1987. Its purposes are:

- to provide direct financial assistance to migrant students for postsecondary educational training;
- to promote the provision of scholarship grants and aid from other sources;
- to promote leadership training for the membership of Texas Advocates for Migrant Students (TAMS); and
- to establish a Migrant Education Research Center.

For further information and to submit applications, write to:

Victor Benavides
Mission CISD
1201 Bryce Drive
Mission, TX 78572-4311
(210) 580-5515
(210) 580-5523 FAX

*Ohio State University Migrant Scholarship*

The office of Minority Affairs at Ohio State University is currently responsible for the Migrant Scholarship and other programs available to minority students. This scholarship provides for an instructional support system, a counseling and guidance support system, and all possible financial aid opportunities.
To be eligible, a student must:

- be a member of an ethnic minority group;
- have a cumulative grade point average of 3.0 or better in a college preparatory curriculum; and
- qualify as a resident of Ohio, or
- meet the definition of "migrant."

The parent or guardian must be a currently migratory agri-cultural worker (inter/intra-state) who has worked in Ohio for at least three months in each of the immediate past three years. The student must currently reside in Ohio, but was eligible to be counted as a currently migratory child within the past six years.

For additional information and application materials, write or call:

Director of Hispanic Affairs
Office of Minority Affairs - OSU
1000 Lincoln Tower
1800 Cannon Drive
Columbus, OH 43210-1230
(614)292-8235

For other scholarships, confer with the senior high school counselor.

***Grants***

A grant is a sum of money awarded to a student pending specific qualifications. It is exempt of repayment.

Some financial assistance is available from the following grants:

*Pell Grant (formerly Basic Educational Opportunity Grant-BEOG)*

Pell Grants are awarded to undergraduate students who have not earned a bachelor's professional degree. ( A professional degree would include a degree in a field such as pharmacy or dentistry.) The Free Application for Federal Student Aid (FAFSA) application is used to apply for this grant. The Pell Grant requires no repayment and ranges from $400 to $2,340 depending on a standard formula established by Congress.

*Federal Supplemental Educational Opportunity Grant (FSEOG)*

A Federal Supplemental Educational Opportunity Grant (FSEOG) is for undergraduate students with exceptional financial needs. Grants are up to $4,000 per academic year, depending on when you apply, your level of need, and the funding level of the school you're attending. There is no repayment on this grant and priority is given to students who receive a Pell Grant.

***Loans***

A loan is a sum of money awarded to a student pending specific qualifications, but must be repaid in full, plus interest.

The following are some of the current loans available to migrant students:

*Federal Stafford Loan Program*

The Federal Stafford Loan, is insured by our State Guarantee Agency, and reinsured by the Federal Government. Eligibility is based on financial need, determined by the Financial Aid Officer at the school the student plans to attend. Once the Financial Aid Officer determines the student is eligible to receive the subsidized or unsubsidized Federal Stafford Loan, the student may apply directly to a participating lender. The loans are made through banks, credit unions, insurance groups and other eligible lenders.

| | |
|---|---|
| Subsidized Loan | Federal government pays the interest on the loan while student is in school or in deferment. |
| Unsubsidized Loan | The student will be responsible for the interest during in-school and deferment periods. |

Repayment begins six months after the student is no longer enrolled in at least half-time study.

*Federal Parent Loan for Undergraduate Students (PLUS)*

The Federal PLUS loan is available for parents to borrow on behalf of a dependent undergraduate student. Interest rates is variable and repayment must begin within 60 days after the last loan disbursement unless the lender has been granted a deferment.

*Federal Perkins Loan*

This loan is a low-interest (5%) loan for both undergraduate and graduate students with exceptional financial need. Repayment begins after an initial grace period of six or nine months after a student graduates, withdraws, or drops to less than half-time attendance. The repayment period is usually a maximum of 10 years from the time repayment begins. There are provisions for partial cancellation of the debt for specific periods of service in teaching (in either low-income areas, Headstart programs, and special education) or the designated public services as provided by Congress for the cancellation of part of this debt.

***Awards***

Awards could be a sum of money conferred to a student who is deserving, or who merits or needs it.

***Federal Work-Study***

The Federal Work-Study (FWS) Program provides jobs for undergraduate students with financial need, allowing them to earn money to help pay education expenses. This program pays at least current Federal minimum wage for on or off-campus jobs.

***College Work Study Program (CWSP)***

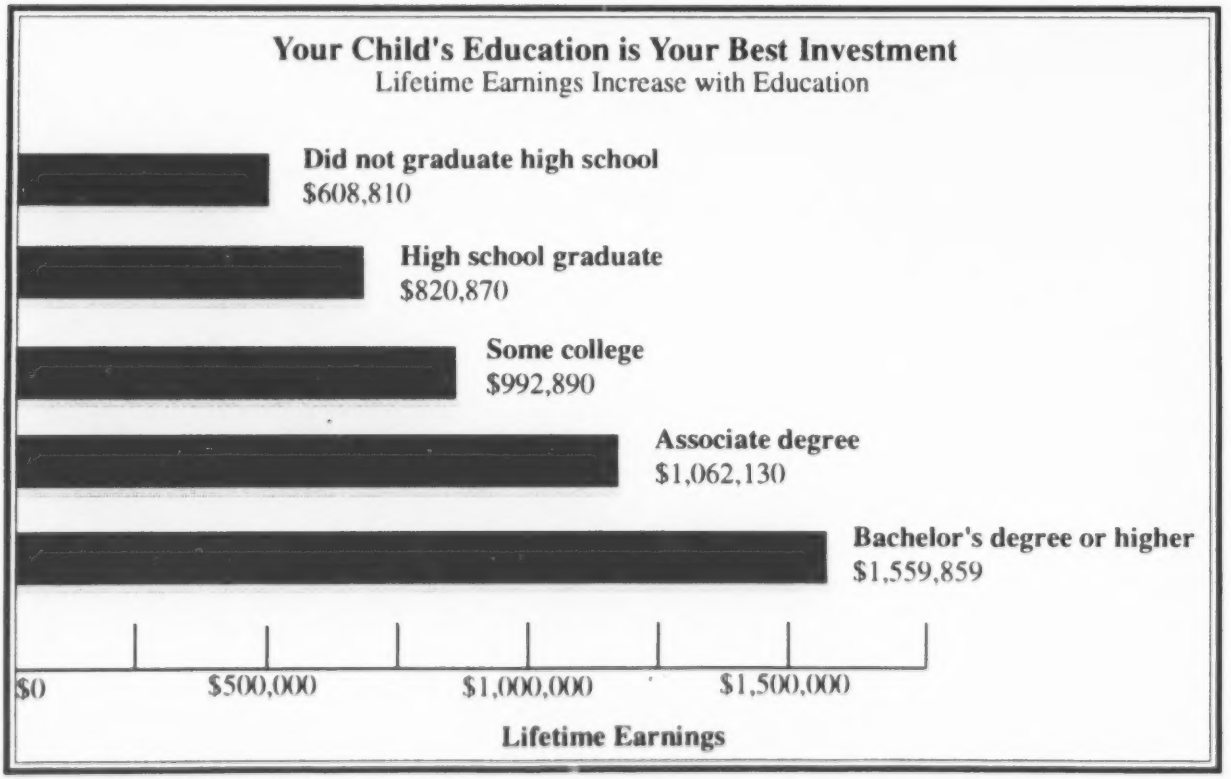
Work study pays at least current Federal minimum wage for part-time on or off-campus jobs. The monies are campus-based and a student's eligibility is dependent upon his remaining financial need.

- ***Financial Aid Highlights***

Migrant students need to be aware that financial aid is available. Migrant education personnel should be prepared to provide basic financial aid information to migrant students.

***Expected Earnings***

The following statistics can be shared with migrant students to remind them that education PAYS off in the long run.




Source: The U.S. Census Bureau 1994.

## ***Educational Expenses***

A student's total educational expenses include:

| | | |
|---|---|---|
| Tuition and fees | - | vary, depending on the institution |
| Books and supplies | - | from $400 to $500 |
| Room and board | - | depends on whether living in the dormitory, at home, or renting |
| Transportation | - | car transportation if at home, or two round-trips per year to home town |
| Personal | - | $1,500 (shoes, clothing, laundry, recreation, etc.) |

These expenses can run anywhere from $4,000 to $22,000 per year.

Students and parents are expected to contribute to these educational expenses insofar as they are able to. Therefore:

| | | |
|---|---|---|
| | | **TOTAL EDUCATIONAL EXPENSES FOR AN ACADEMIC YEAR** |
| **LESS** | - | **EXPECTED PERSONAL/FAMILY CONTRIBUTION** |
| **EQUALS** | = | **REMAINING FINANCIAL NEED** |

## ***College and You***

When applying for admission to a college, consideration is given to the following:

1. School grades,

2. Test Scores,

3. Recommendations of teachers and counselors, and

4. Personal interviews.

An explanation of college entrance exams and other tests that students need to take during their high school years follows:

## ***College Entrance Exams***

Admission tests are required for most colleges. Check the catalog of the college of your choice to determine which test is required. The **SAT** (Scholastic Aptitude Test) and **ACT** (American College Testing) booklets are available in the Counselor's office. Students must pick up the applications, fill them out, write a check, and mail both the application and the check. All instructions are contained in the booklets. See individual catalogs for specific requirements.

### *Scholastic Aptitude (SAT)*

The ***SAT*** is a college entrance exam that is required by many colleges. It is the test often referred to as the College Board. It consists of two parts, verbal and math. The math sections are designed for students who have had a year of Algebra and some Geometry. The score range is 200 to 800 on each section. The SAT is offered on seven test dates throughout the year. You may want to take your first SAT in the spring of your junior year. The test may be taken as many times as you wish, although once may be sufficient for many students.

### *American College Testing (ACT)*

The ***ACT*** is another college entrance exam that measures achievement in four areas: English, mathematics, natural science, and social studies. The results include a composite score ranging form 10 to 36. The test is given several times during the year on Saturdays.

### *Texas Academic Skills Program (TASP)*

The ***TASP*** test must be taken by students who are entering or are enrolled in a Texas institution of higher education (i.e., a college, university, or technical institute), and by teacher education students at both public and private institutions in Texas. Students must take the TASP before accumulating nine(9) college level semester credit hours or the equivalent. The cost is $24.00, and registration booklets are available in the Counselor's office. Check with the institution you are attending or planning to attend about policies.

**Note:** Provisional admission students should take the TASP either during their senior year or during the summer. Failure to submit official TASP scores by the end of the summer session may prevent

students from enrolling as regular students in the fall semester. However, students may be exempt. They may check with their counselor.

***National Merit Scholarship Program***

Taking the PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test) gives students the opportunity to participate in the National Merit Scholarship Program. Students using this test to qualify for scholarships take the exam in their junior year during the month of October.

The PSAT/NMSQT is a nation-wide exam prepared by the College Entrance Board. The purpose of the PSAT/NMSQT is twofold: One is to practice for the SAT, and the other is to enter the National Merit Scholarship competition. A student may take the PSAT as a sophomore for practice, but only as a junior is he/she eligible to enter the competition for the National Merit Scholarships. Migrant students need to confer with their counselor about this scholarship program.

***College Bound Student***

The Educational Opportunity Center of Washington, D.C. has developed the following timetable to help high school students on the road to college keep track of what they should do and when they should do it.

***Sophomore Year***

- Keep track of your 9th and 10th grade credits. Review your graduation plan with your counselor during pre-registration.
- Maintain an "A" or "B" grade point average.
- Sign up for the PACT/PSAT test for Sophomores in October. Students planning to enroll in college should take this test.
- Join extra-curricular activities. Most scholarships are awarded to students with high test scores, excellent grade point averages, and involvement in school and community organizations.
- Begin to visit college campuses during the summer. Check out college catalogs from the Counselor's office and libraries.
- Start thinking of electives for your junior and senior year. Choose classes that will help you in your career choices.
- Make use of all your resources, such as the library and your counselor.

### *Junior Year*

- Examine the educational opportunities available.
- Study college admission requirements.
- Meet with a counselor.
- Register for and take the Preliminary Scholastic Aptitude Tests and National Merit Scholarship Qualifying Test (October).
- Select appropriate courses to meet college entrance requirements.
- Set up a calendar for taking tests and completing college applications.
- Examine financial resources and review plans for financial aid.
- Consider people to ask for recommendations-teachers, employers, clergy.
- Visit college campuses; talk to graduates and students at the school being considered.
- Register for the Scholastic Aptitude Test (SAT) and Achievement Tests or the ACT.

### *Senior Year*

- July, August, September - Write to at least five colleges requesting application forms, catalogs, and financial aid information.
- Most colleges require that students requesting financial aid provide a Parent's Confidential Statement.
- Record progress in fulfilling application requirements.
- Maintain or improve academic grades during your senior year. Colleges look unfavorably upon failing grades.
- October, November - See your counselor when you have questions and need help.
- Have your counselor check your application forms.
- Mail completed forms to the college.
- Learn which tests are required and take them.
- Meet with college representatives when they visit the school.
- Give the school's recommendation form to the counselor.

### *Dates To Remember*

***December*** - All applications and a copy of high school grades should be sent to the colleges unless a college says otherwise.

- The counselor usually sends a copy of high school grades. Be sure to give your counselor the proper forms 2 weeks before they are due since November and December are very busy months for counselors.

***January*** - Some colleges offer tentative acceptance to outstanding candidates during this month.

***February*** - Ask the counselor to send the first semester's grades to the colleges, along, with any other information not already forwarded.

***March*** - Take college board achievement tests if required.

- Recheck college catalogs and handbooks and see the counselor again to make sure that you have the necessary tests.

***April, May, June*** - Keep track of acceptances, rejections, and awards of financial aid.

- Reply promptly to colleges asking you to notify them of your decision.

***Records to Keep***

- Cancelled checks or money orders
- Admission tickets to tests and correction forms (in case you need to make corrections up to the day of the test)
- Test registration numbers (printed on the admission tickets)
- Student Descriptive Questionnaire responses
- All score reports
- Transcripts of grades
- Work copy of Parent's Confidential Statement
- College Scholarship Service (CSS) acknowledgment form
- Copies of all correspondence sent to or received from schools

***<u>The Counselor's Role: Help Students and Parents</u>***

- Learn about college/university admission requirements.
- Learn about financial aid opportunities.
- Learn about potential sources of aid.
- Understand and successfully complete the application process.

***The Parent's Role: Be Supportive***

- Encourage your child to go to college.
- Give him/her all your support.
- Communicate with him/her always.

***Application Forms***

There are two forms generally accepted by colleges/universities. They are:

- Free Application for Federal Student Aid (FAFSA)
- School's own Financial Aid Application Form

Contact the college or university you are interested in and/or check the *Compendium of Texas Colleges and Financial Aid Calendar*.

# V. NEW GENERATION SYSTEM

# *The New Generation System*

***The New Generation System (NGS) is an interstate information network developed to meet the need of mobile migrant youth. It is supported through the efforts of a 28 state consortium. The NGS offers a technology infrastructure through which education and health care professionals can effectively, immediately and directly communicate and collaborate in delivering quality educational programs to migrant youth. In addition to transferring educational and health information on migrant students from school to school and providing management reports at campus, district, regional and state levels, the NGS addresses the challenge of providing a continuous and more effective education for migrant students.***

***The system is comprised of host computer file servers located at Texas A&M University-Kingsville and personal computers (PCs) located at school, regional and state sites. The PCs communicate directly with the computer file server via modem or local network direct connection. The NGS uses the Internet, specifically Netscape and the World Wide Web, to transfer this student information throughout the nation.***

<u>*Vision*</u>

***To create a new generation system that collects, stores, communicates, and presents migrant student education and health information. This system will:***

- *Lay foundation for sharing academic and health information of migrant students today and in the future;*
- *Consider the educators as the primary clients because they are responsible for creating the optimum learning environment for the student;*
- *Increase utilization of the system by the education and health provider by designing a system that is easy to use and has value, and*
- *Optimization: reflect built-in procedures and mechanisms for incorporating state-of-the-art technology on the basis of lower-costs and higher-efficiency criteria.*

***Objective***

***To design a system using existing and future technologies that will collect, store/maintain, communicate, and present education and health information for migratory children.***

***Features***

- *One national database with a unique record and ID number per student.*
- *Ability for system to be an immediate solution to current text data needs, but have the capability to include the next level of data types, i.e., audio, graphics, time-based data.*
- *Ability to access data in timely manner and forward to provider.*
- *Ability to update data in timely manner.*
- *Information must be confidential, and privacy must be safeguarded (Family Education Rights and Privacy Act (FERPA).*
- *Ability to extend database to include data elements specific to each state's administrative needs-customization.*
- *Capability to extract data from other existing databases at state, regional center, school district or campus.*
- *Incorporate current and emerging technologies in the system design.*
- *Make it easy for a user to work in an environment that gives them control over a very sophisticated and powerful system.*
- *Create a system that can be economically updated as new technologies are developed.*
- *Provide for flexibility in end-user configuration in order to set up a system that matches closely to the site's needs.*
- *Create an end-user system with cross platform compatibility.*

***Scope of Work***

***Replacing the MSRTS with the New Generation System is unlike the conventional technological "off-the shelf" practice. A systematic development effort reflecting user needs as well as technically feasible options is utilized:***

***PHASE I DESIGN***

***This activity required careful and deliberate attention to technical elements. The level of effort and costs in the design stage are minimal compared to the opportunity cost.***

***PHASE II IMPLEMENTATION STAGES***

***Stage 1*** *Database First Level of Service*

***Stage 2*** *Expansion of Database to incorporate transfer of records*

***Stage 3*** *Transfer of complete education and health data*

***Stage 4*** *Authentic assessment capability (Full Implementation)*

***Student Orientation:***

***Throughout the implementation stages, the student's needs are the focus of primary attention. Thus, the ultimate goal of the New Generation System is campus based access.***

***Continous Rethinking:***

***This system will continuously evolve as schools acquire resources to use current technology such as video conferencing, and as new technologies emerge which bring new possibilities for communication to occur between educators within the proximal development of students. The NGS Advisory Committee will consider all user needs and recommend appropriate changes.***

# 1995-96 REQUIRED SCHOOL DISTRICT ACTIVITIES FOR IDENTIFICATION/RECRUITMENT, NEW GENERATION SYSTEM*, AND TEXAS MIGRANT STUDENT TRANSFER PACKET SYSTEM (TMSTPS)

| REQUIRED ACTIVITIES | AFFECTED STAFF/STUDENTS (grade/age) | TIME REQUIREMENTS (working days) | REQUIRED DOCUMENTS, TOPICS, DATA & COMMENTS |
|---|---|---|---|
| I. IDENTIFICATION/RECRUITMENT | | | |
| A Identification/Recruitment Inservice | Identification/Recruitment Staff | Before September 1 and as needed | TOPICS: Eligibility criteria; COE completion; Enrollment procedures; Interview techniques; Federal laws and Agency guidelines on ID/R |
| B ID/R Overview | All Migrant administrators and staff assigned Migrant activities | Before September 30 and as needed | Overview of all topics listed above |
| C Residency Verification | Previously Identified (0-21) | As soon as completed, no later than October 1 | Verify continued residency using latest COE for all having eligibility during calendar year. |
| D New Qualifying Arrival Date Newly Identified | New QAD/Newly Identified (0-21) | Identify all eligible students by Dec 1, continue recruitment all year. Submit COE within 10 days of signature date | Complete new COE for enrollees and non enrollees (through 21 years) to ensure identification of all students and dropouts |
| E Eligibility Verification | Sample | December 1 | Verify eligibility based on COE information |
| F Files | All | Filing continuously | Active/inactive COEs in alphabetical order. Keep 7 years from end of eligibility date |
| II. TMSTPS | | | |
| A TMSTPS Inservice | Staff assigned TMSTPS activities | Before September 30 and as needed | TOPICS: Contents of student packet; Components of parent training |
| B Records Distribution | Grades EE-12 (EE = 3 years of age) | 2 days after receipt | Distribute records from other LEAs to instructional/health personnel |
| C Records Transfer | | | Conduct parent/student training on records transfer |
| 1 Health | Grades EE-12 | Upon withdrawal | Provide family a copy of health card |
| 2 Special Education Contact Data | Grades EE-12 | Upon withdrawal | Provide family contact data for students needing and/or receiving Special Education services |
| 3 Report Card | Grades EE-12 | Upon withdrawal | Provide family a copy of the report card |
| 4 TAAS | Grades 3-12 | Upon withdrawal | Provide family a copy of the most recent TAAS results and projected out of state TAAS testing sites for exit level students |
| 5 Secondary Transcript | Grades 7-12 | Upon withdrawal | Provide family a copy of the transcript |
| 6 Recommended Courses | Grades 7-12 | Upon withdrawal | Provide family recommended courses |
| 7 Withdrawal Form or Slip | Grades EE-12 | Upon withdrawal | Provide family a copy of the withdrawal form or slip |
| 8 Project SMART | Grades EE-12 | Upon withdrawal of SMART | Provide family a copy of SMART Student Tracking/Assessment form |
| D TMSTPS Logs | Staff assigned | Maintained continuously | Document TMSTPS activities. |
| III. REGIONAL DATABASE/ NEW GENERATION SYSTEM | | | |
| A Mass Enrollment Report | Previously Identified (0-21) | October 1 | Verify Mass Enrollment Report and submit to terminal site |
| B Certificates of Eligibility | New QAD/Newly Identified (0-21) | Within 10 days of signature date | Complete new COE and submit to terminal site |
| C Withdrawals | Grades EE-12 | 2 days after withdrawal | Submit withdrawal date to terminal site |
| D Terminations | Any age | 10 days after notification | Submit terminations (graduates, deaths, GEDs, dropouts, or non-migrant per parental request) to terminal site |
| E Summer School | Grades EE-12 | 2 days after withdrawal | Submit enrollment and withdrawal dates for all students enrolled in Migrant and Non-Migrant programs to terminal site. |
| IV. ASSESSMENT | Designated staff | Periodically | Review ALL required activities. See ACTIVITY CHECKLIST |

*ACTIVITIES MAY CHANGE DURING 1995-96 SCHOOL YEAR DUE TO THE DEVELOPMENT OF THE NEW GENERATION SYSTEM.

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# 1995-96 SCHOOL DISTRICT ACTIVITY CHECKLIST

DISTRICT_____ REVIEWER_____

| ACTIVITY | TIMELINE | DATE COMPLETED/DATE REVIEWED | COMMENTS/ACTIVITY COMPLETED - YES OR NO |
|---|---|---|---|
| **I. IDENTIFICATION/RECRUITMENT** | | | |
| Attended ID/R Inservice or<br>Attended ID/R Overview | Before September 1 and as needed<br>Before September 30 and as needed | | |
| Completed Residency Verification | October 1 | | |
| Identified children throughout the year | Continue recruitment all year | | |
| Completed Eligibility Verification | December 1 | | |
| Maintained District Files | Continuously | | |
| **II. TMSTPS** | | | |
| Attended TMSTPS Inservice | September 30 | | |
| Distributed Records | 2 days after receipt | | |
| Conducted Parent/Student Training | Ongoing | | |
| Transferred Health Data | Upon withdrawal | | |
| Transferred Special Education Data | Upon withdrawal | | |
| Transferred Report Card | Upon withdrawal | | |
| Transferred TAAS Data | Upon withdrawal | | |
| Transferred Secondary Transcript | Upon withdrawal | | |
| Transferred Recommended Courses | Upon withdrawal | | |
| Transferred Project SMART Data | Upon withdrawal from Project SMART | | |
| Completed TMSTPS Evaluation Reporting Form | November 1 | | |
| Maintained TMSTPS Logs | Maintained continuously | | |
| **III. REGIONAL DATABASE/NEW GENERATION SYSTEM** | | | |
| Submitted Mass Enrollment | October 1 | | |
| Submitted Certificates of Eligibility | Within 10 days of signature date | | |
| Submitted Withdrawals | 2 days after withdrawal | | |
| Submitted Terminations | 10 days after notification | | |
| Submitted Summer School Information | 2 days after withdrawal | | |



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# VI. TEXAS MIGRANT STUDENT TRANSFER PACKET SYSTEM (TMSTPS)

## *The Texas Migrant Student Transfer Packet System*

### *Mission Statement*

The Texas Migrant Student Transfer Packet System (TMSTPS) has been implemented in the state of Texas for the purpose of transferring migrant student educational and health records. It will be used in conjunction with the New Generation System (NGS), the new electronic transfer system that is being developed. The TMSTPS will operate by asking migrant parents to hand carry their children's educational and health records. It is recommended that parents assume a more active and responsible role in the total efforts of maintaining educational continuity of their children. If educational continuity is to exist, there must be a strong commitment from educators, parents, and the community.

### *Vision*

To implement the Texas Migrant Student Transfer Packet System (TMSTPS) for the transfer of migrant student records in Texas in a way that migrant parents and students can become empowered in better understanding the educational system so that the transfer of migrant student educational and health records can be conducted in a timely manner.

### *Objectives*

- To provide to migrant parents and students with a vehicle for transferring student information when they migrate
- To provide training sessions for migrant parents and students to empower them in understanding the educational system
- To establish interstate coordination and collaboration in the timely transfer of migrant student records

## TMSTPS Procedures and Responsibilities

### *Texas Migrant Interstate Program (TMIP)*

- Promote the utilization of the Transfer Packet by migrant parents/students.
- Coordinate the dissemination of the Transfer Packet to migrant school personnel.
- Provide technical assistance in the training of migrant parents/students to the ESC, LEA, and Receiving State.
- Assist migrant parents/students in obtaining educational and health records.
- Collect and categorize data from all evaluation reporting forms.

### *Education Service Centers (ESCs)*

- Create list of current migrant families per LEA.
- Develop schedule of training sessions for LEA personnel in your region who will conduct/coordinate training sessions.
- Coordinate distribution of transfer packets by LEAs as needed.
- Account for the training provided for migrant parents and students.
- Monitor districts on the completion of the transfer cycle.
- Submit ESC Evaluation Reporting Form.

### *Local Education Agencies (LEAs)*

- Create a schedule of training sessions for migrant parents and students.
- From the list provided by the ESC, conduct home visits as needed.
- Conduct publicity activities so that your community of migrant families are aware of this system for transferring migrant student records.

- Account for the number of training sessions and hours and submit to your ESC contact person with the LEA evaluation reporting form.
- Ensure that migrant parents/students attend the training sessions.
- Ensure that migrant parents/students complete the transfer cycle.
- Ensure that parents are provided with the withdrawal documentation.

***Migrant Parents/Students (Prior to Migration)***

- Participate in orientation and subsequent TMSTPS sessions and receive Transfer Packet.
- Advise counselor of approximate withdrawal date.
- Provide the city and state migrating to.
- Inquire about options for course completion.
- Advise counselor of any changes of withdrawal date.
- Inform school personnel at least one week prior to date of departure.

***Withdrawal from Texas School***

- Visit your child's school and obtain all necessary withdrawal documents.
- Place all withdrawal documents inside the Transfer Packet.
- If you do not have a Transfer Packet, contact the Federal Programs Director to secure one.

***Arrival at Destination(s) - Enrollment/Withdrawal***

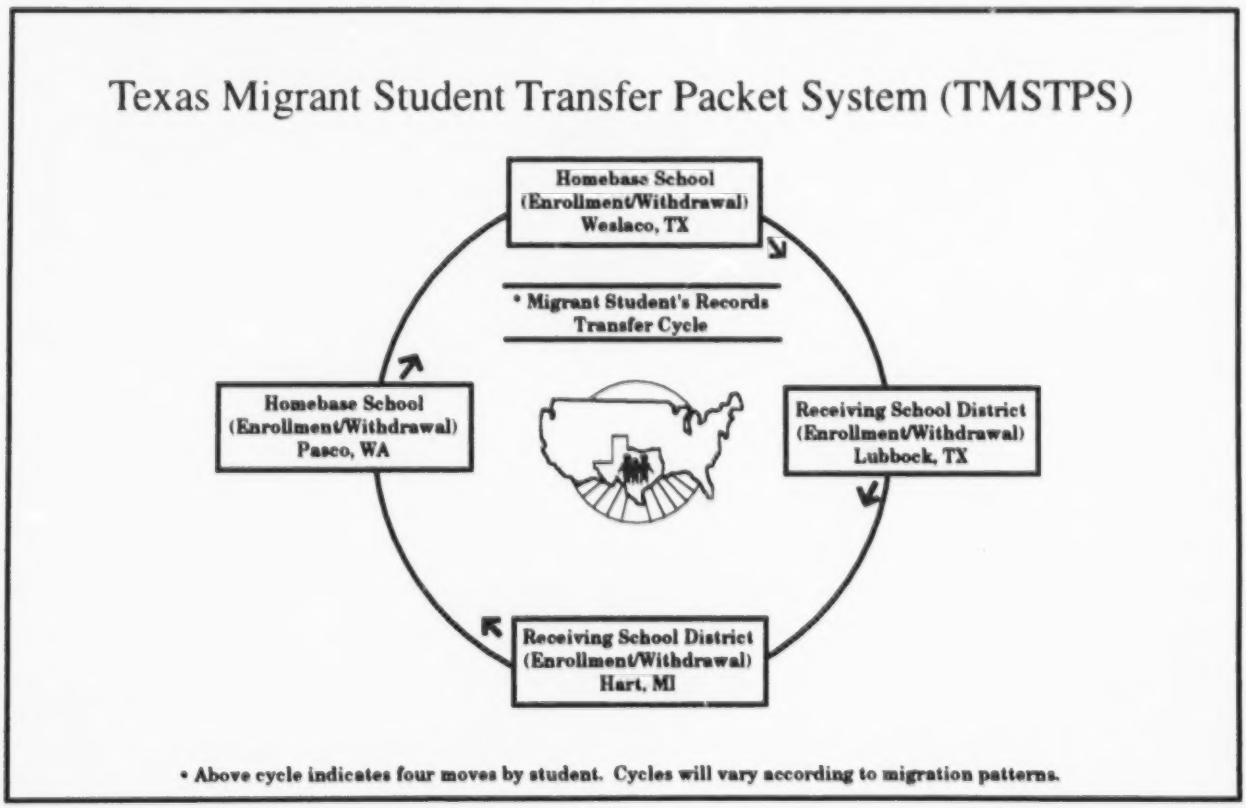
- Present Transfer Packet to the school where your child will attend so that copies of your school documents can be made and returned to you.
- Communicate with migrant contact person about migrant

education programs.

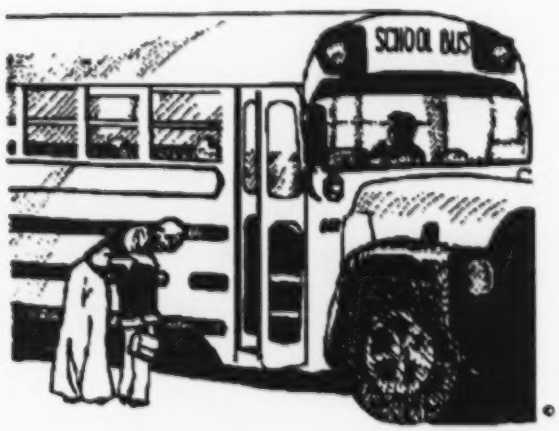
- Enroll your son/daughter in school/migrant programs as needed.
- If problems should occur with school enrollment, talk to migrant contact person or call 1-800-292-7006.
- When you withdraw your child from school, the school should provide you with its withdrawal documents.

### *Arrival at Texas School - Enrollment*

- Present all school documents collected in receiving state to the homebase counselor, Migrant Service Coordinator (MSC), and recruiter.
- Attend parent meetings during the course of the school year.


Texas Migrant Student Transfer Packet System (TMSTPS)
Homebase School (Enrollment/Withdrawal) Weslaco, TX
* Migrant Student's Records Transfer Cycle
Homebase School (Enrollment/Withdrawal) Pasco, WA
Receiving School District (Enrollment/Withdrawal) Lubbock, TX
Receiving School District (Enrollment/Withdrawal) Hart, MI
* Above cycle indicates four moves by student. Cycles will vary according to migration patterns.

# VII. LATE ENTRY/EARLY WITHDRAWAL POLICIES



***Late Entry/Early Withdrawal Policies***

Districts shall develop policies for awarding credit to students who are not enrolled for a complete grading period. Policies shall ensure that the student is treated fairly in terms of meeting the intent of subsection 75.169, Award of Credit, Grades 9-12. It is necessary for migrant families to become familiar with their school district's policies and procedures used for Late Entry/Early Withdrawal.

***Late Entry***

For many migrant students, a pattern of entering school late has made it very difficult to complete course requirements and/or credits to graduate from high school. If your son/daughter attended school at another school district, make-up work may not be required; however, if your son/daughter did not attend school, it is important to see what educational options are available to help complete credits towards graduation in your district. The following are options that might be available.

Transfer students who have been enrolled in another school during the current semester may be handled using the following options:

**Type I - With grades:**

When a student transfers from one district to another, the receiving school should request grade information from the sending school. Grades received may then be included in the average for the semester grade.

**Type II - Without grades:**

If, due to brief enrollment, and grades are not available from the previous school, the student's grades may begin without penalty from the date of enrollment in the current school. His/her final average may be determined by the grades he/she earned after entering school and taking the semester exam.

Late enrollees include those students who enroll after the beginning of the school year, but who have not been enrolled in any district during the current semester.

**Type I - Late Enrollee**

When a student enrolls prior to a designated cut-off date (Example: the last day of the first six weeks of the semester), the following options may be used:

*Option 1 - Migrant Tutorial Plan*

Student may receive credit in a subject if he/she attends a migrant tutorial session (s) to complete make-up work and attends regular classes as recommended by a counselor. Migrant tutorials may be held before, during, or after school.

*Option 2 - Migrant Personnel Plan*

Migrant personnel in the district will obtain make-up assignments and/or exams from the foundation teacher and monitor the completion of the work. The make-up work should be completed by the end of the semester and given to the foundation teacher for evaluation.

*Option 3 - Foundation Teacher Plan*

Foundation teacher will work with student in assigning make-up work and the student will be responsible for completing the work by the end of the semester. Upon completion of the work, issuance of grades shall be the responsibility of the foundation teacher.

*Option 4 - No Penalty Plan*

NO penalty is to be given for work missed by migrant students. Grading will start from the date of ENTRY. The final average will be determined by the daily average and/or the semester exam.

*Option 5 - Credit by Examination*

Students who demonstrate mastery of over 70% of the Chapter 75 Essential Elements with a 70% or above grade, but who have not been enrolled for the entire grading period due to their migratory lifestyle, may earn credit by examination. A student may also qualify if he/she attended the semester in its entirety, but failed it. The locally devised exam may be the end-of-semester exam. A student may be required to attend a tutorial program to prepare him/herself for the exam. (75.166 Credit by Examination)

*Option 6 - Advanced Placement Examinations*

Texas Education Code, Section 21.724 (C) A student in grade level six or above shall be given credit for a subject on the basis of a board approved advanced placement examination in the subject if the student scores in the 90th percentile or above on the examination.

**Type II Late Enrollee**

When a student enrolls after a designated cut-off date (Example: the beginning of the second six weeks of the semester), the following options may be used:

*Option 1 - Migrant Tutorial Plan*

Students are placed in one or more migrant tutorial classes and regular classes to make up work as recommended by a regular counselor based upon date of enrollment.

*Option 2 - Auditing Course Work Plan*

An auditing student may or may not receive credit. It is the teacher's responsibility to determine whether or not credit is to be awarded. Criteria which should be used in making this determination are as follows:

- Attendance records
- Effort shown by the student in attempting to make up work missed
- Success of the student in the classroom work assigned
- The teacher's general opinion of the extent to which the student deserves credit

*Option 3 - Summer School Program*

Students may be allowed to complete the remaining coursework of the semester and make up the missed course during the summer school session.

*Option 4 - Credit by Examination*

Students who demonstrate mastery of over 70% of the Chapter 75 Essential Elements with a 70% or above grade, but who have not

been enrolled for the entire grading period due to their migratory lifestyle, may earn credit by examination. A student may also qualify if he/she attended the semester in its entirety, but failed it. The locally devised exam may be the end-of-semester exam. A student may be required to attend a tutorial program to prepare him/herself for the exam. (75.166 Credit by Examination)

*Option 5 - Advanced Placement Examinations*

Texas Education Code, Section 21.724 (C) A student in grade level six or above shall be given credit for a subject on the basis of a board approved advanced placement examination in the subject if the student scores in the 90th percentile or above on the examination.

## ***Early Withdrawal***

Withdrawal policies are different in school districts across the state of Texas and in other states. In order to help your son/daughter complete graduation requirements it is important that you:

- Inform school counselor of tentative withdrawal date as soon as possible.
- Inquire with school counselor about possible options for completing courses.
- Take letter to counselor or call about a week before withdrawal.
- Advise school of city and state you are planning to migrate.

Credit received or denied will be determined by the student's academic performance, participation in class, attendance up to withdrawal date, and local guidelines. The following are options that might be available:

### Type I Early Withdrawal Student

When a withdrawal occurs prior to a designated cut-off date (Example: the beginning of the 5th grading period, or May 1st, or the 3rd week of the final six weeks), the following may apply:

*Option 1- Transfer to Another School*

Student will receive credit only if he/she enrolls in school elsewhere for the remainder of the semester.

*Option 2 - Credit Upon Return*

Student may receive credit if he/she passes final exams when he/she returns in the fall.

*Option 3 - Early Completion*

Student may receive credit if he/she completes course work, assignments, and passes a final exam before he/she leaves. However, the student must follow the receiving state's school attendance policy.

*Option 4 - Incomplete Grade*

Student may receive "incomplete" for the course if ample notice prior to withdrawal is not given. Option 2 may be used to resolve an "incomplete."

**Type II Early Withdrawal Student**

When withdrawal occurs after a designated cut-off date (Example: the beginning of the 5th grading period, or May 1st, or the 3rd week of the final six weeks), the following may apply:

*Option 1 - Migrant Tutorial Plan*

Student may be required to attend a tutorial session (s) before, during, or after school to make up work that would be missed and to prepare for the final exam to be administered before withdrawal.

*Option 2 - Migrant Personnel Plan*

The migrant teacher may secure assignments from the foundation teacher and assist the student in completing them and preparing for the final exam to be administered before withdrawal.

*Option 3 - Migrant Counselor Plan*

The migrant counselor will be the liaison between the student and the foundation teacher. The student's withdrawal grade may be used as the final six weeks' grade and the student will take the final exam before he/she withdraws.

*Option 4 - Incomplete Grade*

Student may receive an "incomplete" in the course and be allowed to take the final exam and receive credit when he/she returns to the district.

# STUDENT WITHDRAWAL FORM

SAMPLE

| ID # | Last Name | First Name | Ini. | D.O.B. | Mig. Status | Grade | SSN# |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| Entry Date | Withdrawal Date | Total Days Enrolled | Days Present | Days Absent | Reason for Withdrawal |
|---|---|---|---|---|---|
| | | | | | |

STUDENT MUST CLEAR WITH EACH OFFICE IN THE ORDER THEY ARE LISTED BELOW

1. Attendance Office:_____ 2. Textbooks:_____ 3. Librarian:_____ 4. I.D./Lunch:_____

5. Nurse:_____ 6. Counselor:_____ 7. Principal:_____ 8. Registrar :_____

| Polio | DPT/DT | TB Test | MMR | Rubella | Mumps |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

Teacher Textbook Clearance Signature

| | | | |
|---|---|---|---|
| 1. | 2. | 3. | 4. |
| 5. | 6. | 7. | 8. |

7.7

** Grades recorded should be grade average for the current six weeks up to the time of the student's withdrawal. **

1st SEMESTER

| Subject | Teacher | Rm.# | 1 | 2 | 3 | S |
|---|---|---|---|---|---|---|
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |
| 6. | | | | | | |
| 7. | | | | | | |
| 8. | | | | | | |

2nd SEMESTER

| Subject | Teacher | Rm.# | 4 | 5 | 6 | S | Teacher's Signature |
|---|---|---|---|---|---|---|---|
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
| 5. | | | | | | | |
| 6. | | | | | | | |
| 7. | | | | | | | |
| 8. | | | | | | | |

1. Student - White Copy 2. Registrar - Pink Copy 3. Asst. Principal - Yellow Copy

# VIII. EDUCATIONAL TERMS
## (English/Spanish)

**List of Educational Terms**
**(English/Spanish)**

Academic Achievement Record - Archivo de Logro Académico

Achievement Test - Prueba de Logro

Alternative Credit Options - Opciónes para Crédito Alternativo

Award of Credit - Ortorgo de Crédito

Bilingual Education and ESL Definition - La Educación Bilingüe y la Definición de ESL (Inglés como un Segundo Idioma)

Dependent/Independent Semester -Semestres Pendientes/Independientes

Distance Learning - Aprendizaje a Distancia

District Policies - Pólizas de Distrito

Education Service Center (ESC) - Centro de Servicio Educativo

Financial Assistance - Asistencia Financiera

Grade Classification (9 - 12) - Clasificación en los Grados 9-12

Grade Requirements (7 - 8) - Requisitos en los Grados 7 y 8

Graduation Plan Seals - Sellos para los Planes de Graduación

Late Entry/Early Withdrawal Policies - Reglas para Entrar Tarde/Salir Temprano

Limited English Proficiency (LEP) - Proficiencia Limitada en Inglés

Local Education Agency (LEA) - Agencia de Educación Local

New Generation System - Sistema Nueva Generación

Permanent Cumulative Record - Archivo permanente y cumulativo

Post Secondary Education - Educación Después de Graduarse

Progress Report - Informe de Progreso Escolar

Promotion and (Course Credit) - Promoción y Crédito de Curso

Recruiter - Reclutador

Remediation/At-Risk - Plan Curativo para estudiantes en Riesgo de Dejar la Escuela

Report Card - Reporte de Calificaciónes

Retention - Retención

Scholarship - Becas

State Education Agency (SEA) - Agencia de Educación Estatal

Subject Courses (9 - 12) - Cursos de Materia

Texas Assessment of Academic Skills (TAAS) - Prueba de Valoración de Destrezas Académicas de Texas

Texas Migrant Student Transfer Packet System (Bolsa Roja) - Sistema de Transferir Documentos Escolares de Estudiantes Migratorios de Texas

Texas Grading Scale - División en Grados de Texas

Title 1/Migrant Education - Título 1/Educación Migrante

**Texas Migrant Interstate Program**
**P.O. Drawer Y • Pharr, TX 78577**
**(210) 702-6047 • 1-800-292-7006**
**FAX (210) 702-6058**